DOCUMENT RESUME

ED 414 480 CE 075 416

AUTHOR Rossing, Rainer C.

TITLE Parameters for an Effective Entrepreneurial, Regional, Hotel/Restaurant Management Training Program in Manitoba, Canada.

PUB DATE 1997-05-00

NOTE 222p.; Master's Thesis, University of Manitoba. Some pages contain light type.

PUB TYPE Dissertations/Theses - Masters Theses (042) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS *Business Administration Education; Community Colleges; Cooks; *Dining Facilities; Educational Research; Employment Potential; *Entrepreneurship; Food Service; Foreign Countries; Hospitality Occupations; *Hotels; *Job Skills; Literature Reviews; *Program Design; Program Development; Tourism; Two Year Colleges; Waiters and Waitresses

IDENTIFIERS Manitoba

ABSTRACT

Owners or managers of 34 small and medium-sized hotels and restaurants in the Assiniboine Community College area were interviewed to acquire information for an entrepreneurial, regional hotel and restaurant (H/R) management training program in Manitoba. A literature review revealed the following: employability, vocational technical, and business knowledge and career skills were required for a successful H/R manager; suitability and prerequisite work experience were areas of concern; a generalist versus sector specialist was preferred; a regional and national emphasis, globalization, language, and gender issues were important; and there were strong arguments in favor of linkages with local or regional industry and the concept of mentorship. The following employability skills were important in decreasing order: personal behavioral, teamwork, and academic. In decreasing order, important vocational technical skills were as follows: cooking, dining room service, front office, housekeeping, bartending, and computer skills. These H/R and business career competencies were important in decreasing order: FoodSafe program, train the trainer, food and beverage control, marketing and sales, accounting, and management. The following recommendations were made: prior work experience in the H/R industry before admittance into a management training program; a national program focus; and a program that equipped students with multiple skills. (Appendixes contain 124 references, interview instrument, and skill profiles.) (YLB)

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Parameters for an Effective Entrepreneurial, Regional, Hotel/ Restaurant Management Training Program in Manitoba, Canada

by

Rainer C. Rossing

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Parameters for an Effective Entrepreneurial, Regional, Hotel/ Restaurant Management Training Program in Manitoba, Canada

by

Rainer C. Rossing

A Thesis

Submitted to the Faculty of Graduate Studies

in Partial Fulfillment of Requirements
for the Degree of

MASTER OF EDUCATION

Department of Curriculum: Mathematics and Natural Sciences
Faculty of Education
University of Manitoba
Winnipeg, Manitoba, Canada

(c) May, 1997

Thesis
How it works
(Assisting you to read it.)

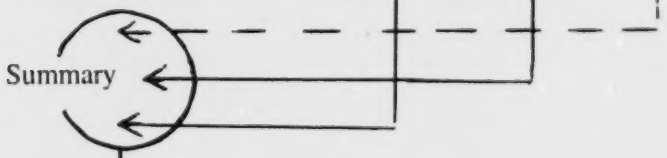
Chapter I
The Problem and its Setting
or better: The "Challenge" and its Setting

Chapter II
Literature Review

Chapter III
Method of Research

Chapter IV
Analysis of Research Data

Chapter V
Summary, Conclusions, Recommendations



Conclusion

Recommendations:

to all stakeholders

to: colleges

hotel/restaurant industry

government

recommendations for further studies

THE UNIVERSITY OF MANITOBA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read a Master's thesis entitled:

Parameters for an Effective Entrepreneurial, Regional, Hotel/Restaurant Management Training Program in Manitoba Canada

submitted by RAINER C. ROSSING

in partial fulfillment of the requirements for the degree Master of Education

of

The Thesis Examining Committee certifies that the thesis (and the oral examination, if required) is:

Approved X Not Approved

Advisor (Dr. George Porozny)

George H. Porozny

(Dr. Orest Cap)

D. Richard Freeze

(Dr. Rick Freeze)

External Examiner

Date: December 9, 1996

ACKNOWLEDGMENTS

The writer offers sincere thanks to Dr. George H. J. Porozny, my major advisor and committee chairman, for his encouragement, direction and patience throughout this project. I would also like to express special thanks to the committee members Dr. Orest Cap and Dr. Richard Freeze for their scholarly advice. I have enjoyed Dr. Cap's and Dr. Porozny's guidance over the past eleven years and I am very grateful to them.

Thanks are also offered to the following:

My teachers in the hotel and restaurant industry as well as schools in Europe and North America. They made the synthesis of thought possible for this thesis and have contributed to my understanding of this industry and its multifaceted educational challenges.

The many owners and operators of independent small or medium-sized hotel and restaurant enterprises in the catchment area of Assiniboine Community College who so willingly gave their time and made this study possible. They really made me feel that the hospitality business is an international business no matter where one goes.

Gerald Bashforth, the Vice President of ACC with whom I have talked regarding small business and food processing since I arrived at this college, and who appreciated my thinking, as well as contributions, and supported them.

Réne Cornu, Tim Cooper, Otto Kirzinger, Ken Kilgour, Bert Kitzler, Laurie MacKenzie, Philip Mondor, Christine Smith, Hal Pallister, and Gary Tanner for their contributions towards this project.

My appreciation also goes to Jacie Skelton, Karl Frédéric, my son, and Jens-Henrik, my nephew from overseas who helped me for several months to create the graphs, tables and figures in the following pages on a very nervous computer.

Gratitude also goes to Elisabeth Archambault who helped me to finalize this document, and to Joanne for her understanding during the countless hours when I was working on this project.

ABSTRACT

The purpose of this study was to propose parameters for an effective, regional hotel/restaurant (HO/RE) administration program at the community college level in Canada — a program with an entrepreneurial focus that would address the needs of independent, small and medium-sized enterprises (ISMEs) but would also be useful for employment in chain operations or large independent operations. The overwhelming majority of HO/RE enterprises in Canada and around the world are small.

The methodology section contains a hotel/ restaurant management training and education model. A taxonomy was developed that is congruent to the taxonomy of educational objectives developed for the field of education by Bloom (1956), Krathwohl (1964), and Simpson (1974).

The study presents the conclusions of the overall research and makes recommendations to industry, colleges, and the government, including the Conference Board of Canada. It also makes recommendations for further studies. All recommendations address various needs of the HO/RE industry, education and training.

An interview instrument was developed and piloted. The researcher interviewed 34 ISME owner/managers from the catchment area of Assiniboine Community College in Brandon, Manitoba. They were chosen because they provide a full-service food and beverage menu and are open the year round. The instrument asked questions pertaining to employment skills, school/workplace education and training, employment possibilities and background information. The study includes data and the original interview instrument.

The survey and the literature review revealed important findings:

1. The employability skills profile of the Conference Board of Canada was found to be inadequate by the respondents, because it barely mentioned hands-on practical skills or leadership skills for managers. Of the skills the profile did deal with, owners considered teamwork skills most important, followed by personal behavioral skills, and academic skills.

2. The ISME owner/managers thought that vocational technical skills were the most important ones to be developed at a community college, compared to employability and knowledge and business career competencies.
3. A HO/RE administration or management program should be a progressive program which answers the economic needs of the community. The program should follow proven principles and philosophy of vocational education which stress the interdependence of school and community.
4. The development of entrepreneurial skills would enhance the students' understanding of the various aspects of business and self-employment.
5. An upgraded individualized co-op program was found to be desirable and should include a rotation through various departments in a hotel and restaurant business.
6. In small and medium-sized hotel or restaurant operations, a manager should be a generalist rather than a sector specialist.
7. Knowledge of other languages, cross-cultural education and gender issues should be fostered.
8. Linkages with the community and mentorship are possible and should be pursued.
9. The hotel/restaurant administration or management education program would benefit by developing greater linkages with regional and national tourism assets, and resource development (such as agriculture, fishing and viticulture).
10. Curriculum development should be based on research into community needs, and the DACUM (or similar) process. (DACUM = Designing A CurriculUM)
11. Previous work experience should be a prerequisite. A three-year apprenticeship-type program is suggested which combines theory and practical industry training (for example, half-time in the classroom, half-time in the workplace).
12. Advanced standing should be given to a journey person cook.
13. A hotel/restaurant administration or management education program should be internationally competitive with top programs in Europe and the United States.

TABLE OF CONTENTS

ACKNOWLEDGMENTS II
ABSTRACT III
TABLE OF CONTENTS V
LIST OF TABLES VII
LIST OF FIGURES IX

CHAPTER I: THE PROBLEM AND ITS SETTING 1

INTRODUCTION 1
Consideration of Majority and Size 3
Consideration of Various Other Issues 8
Roots of the Hotel/Restaurant Industry in Canada 13
The Hotel/Restaurant Industry in Manitoba 14
Manitoba and its Hospitality/Tourism Assets 17
Hospitality Sector Education and Training 20
Summary: 26
PURPOSE OF THE STUDY 28
NEED FOR THE STUDY 29
STATEMENT OF THE PROBLEM 30
ASSUMPTIONS 30
LIMITATIONS 31
DELIMITATIONS 31
DEFINITION OF TERMS AND ABBREVIATIONS 32
ORGANIZATION OF THE STUDY 35

CHAPTER II: REVIEW OF RELATED LITERATURE 36

INTRODUCTION 36
Historical Origins: Vocational Education in Manitoba 38
The First Hotel/Restaurant and Cooking Schools in Canada 40
Vocational Education/Hotel/Restaurant and Liberal Arts Education 42
THE PHILOSOPHICAL FRAMEWORK OF A HOTEL/RESTAURANT MANAGEMENT PROGRAM: THE STUDENTS, THE TEACHERS, THE CURRICULUM, AND THE SCHOOL 43
The Hotel/Restaurant (HO/RE) Business and the Concept of Lifelong Learning 46
HO/RE Departments and Mission Statements 49
ELEMENTS OF AN EFFECTIVE ENTREPRENEURIAL HOTEL/RESTAURANT MANAGEMENT PROGRAM 50
Employability, Leadership Skills and a Successful Hotel/Restaurant Career 51
Hotel/Restaurant (HO/RE) Vocational Technical Skills 56
Facilities and Equipment Required for HO/RE Programs 61
Knowledge and Business Career Competencies 61
The Small and Medium-Sized Business and the Entrepreneurial (SME) Perspective 67
Student Applicant's Suitability and Prerequisite Work Experience 71
Co-op Work Experience as Part of a Program 72
Length of the Program 77
Generalists Versus Sector Specialists 78
Internationalization, Globalisation, Language and Gender Issues 81
Linkages with Industry/Mentorship 83
Teaching Methodology 86
Curriculum Development and Evaluation 89

CHAPTER III: METHODOLOGY **93**

INTRODUCTION 93
THE THEORETICAL MODEL 93
a. Employability Skills 94
b. Hotel/Restaurant Vocational Technical Skills 96
c. Hotel/Restaurant Knowledge and Business Career Competencies 97
HOTEL/RESTAURANT MANAGEMENT TRAINING AND EDUCATION MODEL 97
THE CLASSIFICATION OF HO/RE EMPLOYMENT SKILLS IN TERMS OF THE LEARNING OUTCOME TAXONOMY 99
Employability Skills Versus Affective Skills 101
Vocational Technical Skills Versus Psychomotor Skills 101
Knowledge and Business Career Competencies Versus Cognitive Skills 102
THE DESIGN OF THE STUDY 103
The Survey Interview Instrument 103
The Data Collection Process 105
Field Test 106
The Statistical Analysis Performed 106
The Population 107
SUMMARY 108

CHAPTER IV: ANALYSIS OF DATA **110**

INTRODUCTION 110
I. HOTEL/RESTAURANT EMPLOYMENT SKILLS 111
a. Employability Skills: 111
b. Hotel/Restaurant Vocational Technical skills 116
c. Hotel/Restaurant Knowledge and Business Career Competencies 120
d. Summary of Importance of Major Hotel/Restaurant Employment Skills 128
II. SCHOOL AND WORKPLACE EDUCATION AND TRAINING 130
III. TRAINING AND EMPLOYMENT POSSIBILITIES 141
IV BACKGROUND INFORMATION 145

CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS **153**

SUMMARY 153
A. INTRODUCTION 153
B. RESULTS OF THE LITERATURE REVIEW 154
I. Hotel/Restaurant Employment Skills 156
II. School and Workplace Education and Training 159
III. Training and Employment Possibilities 161
IV. Other Issues 161
C. RESULTS OF THE INTERVIEW SURVEY 162
I. Hotel/Restaurant Employment Skills 163
II. School and Workplace Education and Training 164
III. Training and Employment Possibilities 165
IV. Background Information 166
CONCLUSIONS 168
RECOMMENDATIONS 175

REFERENCES **183**

APPENDIX A: LETTER OF REQUEST **191**
APPENDIX B: INTERVIEW INSTRUMENT **193**
APPENDIX C: EMPLOYABILITY SKILLS PROFILE **198**
APPENDIX D: KEY CATEGORIES OF SKILLS AND KNOWLEDGE REQUIRED THROUGHOUT A CAREER IN HOSPITALITY MANAGEMENT **201**
APPENDIX E: BROAD CATEGORIES OF MANAGEMENT ACTIVITIES **203**
APPENDIX F: ETHICS APPROVAL FORM **205**

LIST OF TABLES

Table 1: U.S. Hospitality Enterprises with Restaurants/Dining Rooms and Liquor License* 4
2: Manitoba Hospitality Enterprises with Restaurants/Dining Rooms and Liquor License 6
3: Academic Skills by Value of Importance 112
4: Personal Behavioral Skills by Value of Importance 113
5: Teamwork Skills by Value of Importance 113
6: Summary of Importance of Employability Skills 114
7: Employability Skills as Rated by Hoteliers 115
8: Employability Skills as Rated by Restaurateurs 115
9: Hotel/Restaurant Vocational Technical Skills by Value of Importance with Five Categories 118
10: Hotel/Restaurant Vocational Technical Skills by Value of Importance with Three Categories 118
11: Vocational Technical Skills by Value of Importance as Judged by Hoteliers 119
12: Vocational Technical Skills by Value of Importance as Judged by Restaurateurs 120
13: Hotel/Restaurant Knowledge & Business Career Competencies by Value of Importance with Five Categories 122
14: Hotel/Restaurant Knowledge & Business Career Competencies by Value of Importance with Three Categories 124
15: Summary of Importance of Major Hotel/Restaurant Employment Skills 129
16: Employment Experience Required for Admittance into HO/REA Program 130
17: Length of Prior Employment Experience Required 131
18: Type of Employment Experience Required for Admittance to a Hotel/Restaurant Administration Program 132
19: Time Required for Effective Acquaintance of Hotel/Restaurant Vocational Technical Skills 133
20: Independent/Small/Medium-sized Hotel/Restaurant Administration Program Design 134
21: Length of Hotel/Restaurant Administration Program 135
22: Focus of a Hotel/Restaurant Administration Program 135
23: Type of Training Required: Multi-skilled Versus Sector Specific 136
24: Assessment of Previous Experience of Journey Person Cook 137
25: Emphasis of Training Program 138
26: Hotel/Restaurant Administration Program Competitiveness 139
27: Need for Second Language Skills 140
28: Second Language Skill Preferred 141
29: Employment Experience Required for Employment Opportunities 142
30: Interest in Increased Communications with Educators 143
31: Development of Manual for ISME Hospitality Training 145
34: Work Experience of Respondents by Number of Years 147
35: Hours per Week Worked 147
36: Age of Respondents 147
37: Gender of Respondents 148
38: Ethnic Origin of Respondents 149
39: Educational Experience of Respondents 149
40: Location of Education for Respondents 150
41: Emphasis of Respondents' Occupational Training 151
42: Country in Which Respondents Received Their Training 151

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LIST OF FIGURES

Figure 1: Basic Organization Chart for a Restaurant of up to 24 Employees 7

2: Basic Organization Chart for a Hotel with up to 24 Full-Time Employees 8

3: Importance of Employability Skills 95

4: Importance of HO/RE Vocational Technical Skills 96

5: Importance of HO/RE Knowledge and Business Career Competencies 97

6: Completed Three-Part Model for HO/RE Management Training and Education 98

7: Survey area: The south west corner of Manitoba 108

CHAPTER I

The Problem and Its Setting

INTRODUCTION

This study investigates the parameters for an effective, entrepreneurial, regional, hotel/ restaurant management training program in Manitoba, Canada. It includes basic and developmental research into the planning of programs that will consider the training needs of independent, small and medium-sized hotel and restaurant operations. Its objective is to develop more effective guiding parameters for Hotel/ Restaurant Administration Programs in community college environments.

Research into the training needs of small and medium-sized establishments has been scarce. There is "...little, if any, indication that basic research is being performed" in hospitality research, Khan and Olsen stated (Cornell, Educators' Forum, '88). Similarly, Quinn, Lamour and McQuillan, (1992, p. 12) wrote: "Traditionally, researchers in the field of hospitality management have tended not to explore issues in the area of small business management but have instead concentrated on the larger establishments."

An interesting development in our times is the rapid expansion of the hospitality and tourism business. In April 1995 the Canadian government created the Canadian Tourism Commission (CTC). This organization describes itself as a private/public sector partnership between tourism industry businesses and associations, provincial and territorial governments, and the Government of Canada. The purpose of the CTC is to finance and market Canadian tourism products within Canada and in other countries. In creating the CTC the federal government and private industry recognized the growth potential of tourism for the economy. This promises job creation for Canadians (CTC, 1996).

> Tourism is destined to become one of Canada's major industries in the future, especially in the area of small business development. It can revitalize the economy of communities suffering from a lack of markets for their manufactured goods. (Timmons, 1994, p. 22)

However, the training in many two and three-year college hotel and restaurant administration (HOREA) programs in Canada appears to be overly academic for the needs of small business. These programs seem to be directed towards large hotels or restaurant chains and they place limited emphasis on the vocational, technical and other skills required in independent, small and medium-sized enterprises.

Researchers have pointed out that no universally accepted definition of a small or medium-sized enterprise (SME) is available. For the purpose of the research part of this study, the Statistics Canada measurement is used: small businesses have 50 or fewer employees, and medium-sized businesses have 51 to 100 employees.

There were 920,729 businesses with employees in Canada in 1992, a 30% increase since 1982. Of these, 97% had fewer than 50 employees, and 99% had fewer than 100 employees. Small and medium-sized businesses account for 85% of all new jobs created in Canada since 1979. SMEs were estimated to contribute some 57% of total private-sector gross domestic products (GDP) in 1992 (Industry Canada, 1994, December).

The value of small business creation is not new. This can be seen from a statement at the beginning of the twentieth century, still valid today:

> ....small businesses are, on the whole, the best educators of the initiative and versatility which are the chief sources of industrial progress. (Marshall, 1919, as quoted in Bannok & Albach, 1991)

"What government can and must do is create the climate and provide the support to help small and medium-sized businesses to grow, prosper, and create more jobs" (Liberal Party of Canada, 1993). Governments see in tourism a major job generator, especially for young people, "the ones facing the highest levels of unemployment" (Timmons, 1994, p. 52). This is the case in Manitoba. In a presentation to the Manitoba Hotel Association in October 1995, Manitoba's Deputy Premier and Minister of Industry, Trade and Tourism, Jim Downey, stated that the provincial government has

identified tourism as one of the six sectors of emerging opportunities, because of its strong growth potential (Downey, J., 1995, author's personal notes).

With reference to small and medium-sized businesses and their human resource needs, a concern exists in some parts of the world that training efforts may be aimed at the wrong size of hospitality operations. These thoughts are expressed in this chapter and in the following quotation:

> Available data clearly indicate that small and medium-sized businesses make up the vast majority of travel and tourism industry enterprises both globally and in the Asia-Pacific region. It is ironic, therefore, that so little human resource research has focused specifically on this segment of the industry and that the unique needs and concerns of small-medium travel industry firms are, to say the least, imperfectly understood. (Gee and Allen, 1994, August, p. iii)

Consideration of Majority and Size

Most Canadians see tourism as big business. This view was obviously shared by the Canadian Tourism Commission (CTC) when it started to work with the tourism industry in 1995 and early 1996. It is partially correct, if big airlines, cruise ship lines, corporate hotel and restaurant chains come to mind, but most businesses in the tourism/hospitality field are of small to medium size. Yet the big ones get all the attention and glory.

In February 1996, after one year of existence, the CTC received a wake-up call from owners and operators of SMEs who intervened and expressed frustration, saying that:

> ...the CTC was run by and for a few major players in the tourism industry who can 'post the big numbers', and yet they point out, it is the smaller operators upon which the industry was founded and who still form the backbone of the industry. (Canadian Tourism Commission, 1996, March, p. 2)

The Entrepreneurship and Small Business Office states that 54.7% of accommodation, food and beverage services have fewer than 50 employees, and 66.1% have fewer than 100 employees (Industry Canada, December 1994). The conclusions are based on Statistics Canada data.

More specific information based on the numbers of employees in hotels or restaurants with liquor licenses is not available for all of Canada. Some U.S. information is available, however, and Ca-

nadian hotel data based on room numbers is available. Also, Manitoba data based on employee numbers was compiled in a Price Waterhouse Hospitality Consultants and Prairie Research Associates Inc. study (1993, January). This study ranks the sizes of Manitoba's hotels and restaurants by the numbers of employees. These sources are discussed in the following paragraphs. This study places some importance on whether hotels and restaurants have liquor licenses, because it assumes that a graduate of a hotel/restaurant administration program would be knowledgeable in managing both licensed and unlicensed enterprises equally well.

Table 1:

U.S. Hospitality Enterprises with Restaurants/Dining Rooms and Liquor License*

		Employees			
	Totals	up to 24	up to 49	up to 99	over 100
Hotels and Motels	42,484	28,961	32,295	34,495	7,989
	100%	68.17%	76.02%	81.20%	18.80%
Eating and Drinking Places	446,618	298,217	333,163	351,857	94,761
	100%	66.77%	74.67%	78.78%	21.22%

* Source of data: U.S. Small Business Administration, Office of Advocacy (1993).

Information on U.S. hotels and restaurants with liquor licenses is presented in Table 1. It indicates that about three-quarters of U.S. hotels and motels, as well as eating and drinking places, have 49 or fewer employees (small-sized). About 80% of their liquor-licensed establishments have 99 or fewer employees (medium-sized). Only about 20% of establishments have over 100 employees (large-sized). The researcher was also able to obtain some comparative data from Switzerland, which suggests that the Swiss situation is not that different from Manitoba, Canada. For example 94% of Swiss hotels had 49 or fewer employees in 1985 (Susanne Stuecklin, personal communication, February 5, 1997, Swiss Hotel Association).

Often the hotel industry uses rental units (rooms) to indicate size. This was done in the CTC's February 1996 report. The study offers the following classifications for the accommodation industry: Large properties have 200 or more rental units, medium-sized properties have 50-199, and small properties have up to 49. Significantly, the CTC found that 84% of Canadian hotels are small and medium-sized and generate 49% of the revenue in the hotel sector. In the United States, by comparison, 50% of lodging properties have 75 or fewer rooms (American Hotel & Motel Association, 1995, January). Of all hotels in Canada, 16% are classified as large. Half of all large properties are affiliated with a chain or franchise group, while only about one-third of medium properties and very few small properties report any affiliation. Approximately 85% of the hotels have restaurants, while 80% have bars and lounges, and 69% have meeting rooms. Two-thirds of the small and medium-sized hotels depend heavily on the sales of food and beverages; these represent 42% of their revenue. The larger the hotel the less it depends on food and beverage revenue. Most economy-class properties are small, most mid-range and upscale properties are medium-size, and most luxury properties are large. In Canada, 77% of hotels are unaffiliated (compared to 32% of hotels with 20 beds or more in the U.S.). 62% of leisure travelers prefer small properties while 38% prefer medium-sized properties and 27% large properties. (Canadian Tourism Commission, 1996, February)

According to the CTC's size classification for hotels (including motor hotels) and the information provided by Travel Manitoba (1996) only 7 hotels in Winnipeg are large (over 200 rooms). All other hotels in Manitoba are medium-sized (50-199 rooms) or small (up to 49 rooms). Further investigation presented in Table 2 reveals that the average hotel in Winnipeg with a dining room and liquor license has 86 rooms, while the average Brandon hotel has 43 rooms. The average rural hotel, drive-in resort or fly-in resort has 15 rooms or fewer. The average hotel in Manitoba has 27 rooms. By law any establishment in Manitoba with a hotel and liquor license must have a dining room. In the traditional tourism country Switzerland, the average hotel had 21 rooms in 1993 (Susanne Stuecklin, personal communication, February 5, 1997, Swiss Hotel Association).

Table 2:

Manitoba Hospitality Enterprises with Restaurants/Dining Rooms and Liquor License

Type of Establishment	Numbers	Average Number of Rooms/Establishment
Hotels:		
Winnipeg	56	86
Brandon	10	43
Rural Manitoba	203	14
Drive-in Resorts	26	15
Fly-in Resorts	16	9
Totals	311	27

* Travel Manitoba (1996)

**In each category the establishment with the most rooms was omitted so the average (median) would be closer to the mean.

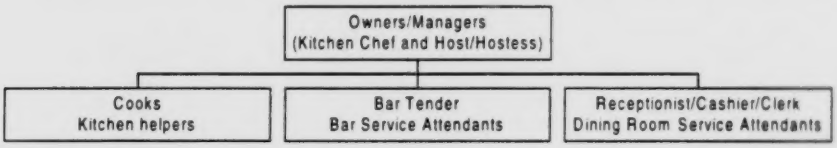
In 1996 Manitoba had 1947 restaurants, including fast-food restaurants. Of these, 757 are licensed (O. Lee, researcher for the Canadian Restaurant Association, personal communication, November 19, 1996). If the 757 licensed restaurants are added to the 311 licensed hospitality enterprises (See Table 2) there are 1068 licensed establishments in the province. All of these establishments have dining rooms where meals and alcoholic beverages are served.

According to a survey done for the Manitoba Tourism Education Council (MTEC) (Price Waterhouse Hospitality Consultants and Prairie Research Associates Inc., 1993, January) 76% of Manitoba food and beverage operations and 85% of accommodation operations reported fewer than 24 employees. In Switzerland "nearly two-thirds of all food operations have three employees or fewer" (Gehri, 1985, p. 11), and 84% of all hotels reported fewer than 19 employees in 1985 (Susanne Stuecklin, personal communication, February 5, 1997, Swiss Hotel Association).

The majority of Manitoba restaurants (76%) and U.S. eating and drinking places (67%, see Table 1) likely have an organizational structure similar to that depicted in Figure 1. Figure 1 shows the approximate organizational structure for a licensed restaurant of up to 24 employees. It is also intended to clarify the primary occupational activities an owner/manager takes part in, and the work

he or she is immersed in. It can be assumed that much of the owner/manager's time will be spent interacting with employees and their work, which mostly entails food preparation and service skills.

Figure 1: Basic Organization Chart for a Restaurant of up to 24 Employees



The majority of Manitoba and U.S. hotels likely have an organizational structure similar to that depicted in Figure 2 (approximately 85% of Manitoba hotels and close to 70% of U.S. hotels —See Table 2). They have up to 24 full-time employees (37½-40 hours), who will be the key employees within the organization. Additional employees will be part-time, which is a common pattern in this industry. Employees are often required for less than 8-hour shifts to cover meals or other busy times. An organization of this size often requires only two organizational levels. This means that owners/managers are deeply immersed in the vocational skill areas of their employees. They must be subject experts to be able to manage effectively. The chart shows the maximum potential of distinct departments at the indicated size of operation. When examining the different departments (kitchen, restaurant/dining room, bar/entertainment, and catering) it must be noted that half of the departments require food and beverage expertise. Depending on circumstances the hotels may have some departments combined, but the skill requirements for owners/managers will remain the same. Even if the hotel has more than 24 employees, owner/ operators must be experts in the areas to be supervised, unless the organization is so big that the owner/operators are removed by several management levels from the actual work area.

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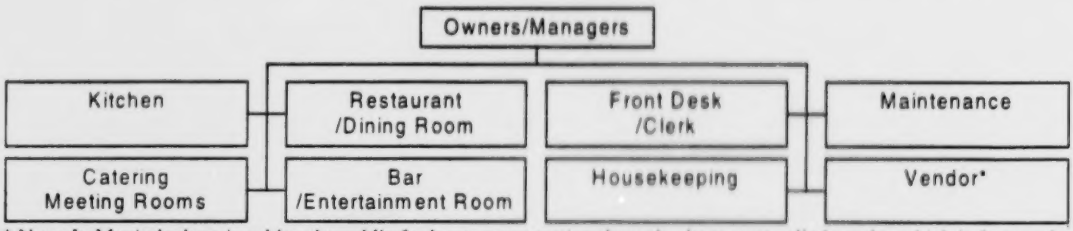
Figure 2: Basic Organization Chart for a Hotel with up to 24 Full-Time Employees



* Note: In Manitoba beer is sold to the public for home consumption through a beer store called vendor which is frequently part of the liquor license granted to small or medium-sized hotels.

Consideration of Various Other Issues

Over the coming years there will likely be increased opportunities for additional growth in the hotel and restaurant sector:

> Hotel rooms are expected to grow from 10.5 million worldwide to 18.4 million by the year 2000. Operators will have to target their market segments and provide authentic destination experiences. Growth in the top and bottom (economy) is expected....Increasingly, a region's competitiveness will be based on its ability to differentiate among consumers and provide a unique experience. (Whitehouse, J. S., Newman, Chas, 1994, pp. 4-5)

The market place is also changing. As the North American population ages, seniors are looking for more intimate lodging and food service establishments (Timmons, p. 138). However, little training for this business sector exists. Cullen and Dick (1988, p. 54) point out that the career needs of the aspiring entrepreneur have been largely neglected even though "more than 55% of students in four-year hospitality management programs intend to be in business for themselves within 10 years after graduation." They also indicate that the entrepreneurial option "is more popular among hospitality students than among students of traditional business schools" (p. 55).

Straw polls by the researcher in two-year hotel/restaurant (HO/RE) community college programs have revealed that up to half of the students dream of opening their own hospitality business. However, the environment of the 1950s and 60s is long gone, when many people with little related education and training could successfully operate a restaurant or hotel including full food and

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beverage service. In the western world, the hospitality industry has become a complex and competitive business of retail characteristics, requiring advanced technical and management skills.

As we have seen, most hotels and restaurants in Manitoba and in Canada are small and medium-sized. They represent most of the employment potential for aspiring managers. It is also evident that most aspiring managers require food and beverage expertise as well as clerk and management competencies if they wish to prosper in the future. These hands-on skills areas all represent employment or entrepreneurial potential, yet there is a tendency to focus on the training requirements of the accommodation sector and specific clerk-type (cognitive) skills. An example focusing on clerk-type skills is a study of staffing needs done "In response to concerns raised by the Hotel Association of Canada" (KPMG, Abt Associates, and Mana Research Ltd. (1995, Fall, p. 1): *The Human Resource Study of the Canadian Accommodation Industry* (p. 49):

> Whether learned through formal, high-school-level education or through task-specific training approaches, the desired accommodation employee of the future—at all levels and job types—will need to have a more enhanced skill base. The enhanced skill base might include some or all of the following: computer literacy, problem solving, task orientation, advanced communication skills, positive attitude, assertiveness, multi-lingual capability, sales orientation.
>
> Growth of multi-skilling will likely see a further broadening of the skill base of individual accommodation industry employees. Multi-skilling—and mobility between positions at different hotels within the same chain—improves the desirability of the job.

A comment that demonstrates a bias towards (front office) clerk-type skills suitable for large operations can be found in recommendation 10 of the same report. It states that "maintaining accredited teaching facilities at current levels of technology adoption should be viewed as an essential step in providing knowledgeable, job-ready graduates" (p. 76). By "current levels of technology adoption" they mean computers. No corresponding recommendation could be found concerning lab facilities and equipment for more "basic," less fashionable teaching of artisanal cooking, dining room service or bartending skills which surely are of concern to Canadian HO/RE SMEs.

Also, many writers stress the need for business management skills. However, the approach is often unbalanced, because they neglect to mention that many SMEs also depend on a high level of craft type skills training, innovation and creativity to address niche markets:

> *The need of small and medium-sized owner/operated businesses should be given specific attention in the development of training materials.* This type of establishment comprises the majority of Canadian accommodation businesses—as opposed to total number of rooms or employees. Many of these businesses have small management teams—sometimes one or two individuals—and relatively modest staffing levels. Skill requirements at the owner/operator level include business planning, financial management, human resource management, marketing and general management expertise. (KPMG et al., 1995, Fall, p. 73)

The focus on the clerk-type requirements of large enterprises is dominating the hospitality business, and as described by Jameson (1996): "There is a tendency to concentrate on the accommodation sector of the industry, and there is a lack of research on small firms in the hospitality industry in general..." Not only does research tend to focus on the accommodation sector, but training and education focus mainly on large hotel and restaurant enterprises: "...most hospitality educators have been obsessed with large hospitality organizations, and have neglected the small firm in their teaching and learning strategies" (Jameson, 1996, p. 12).

When comparing the skills required to manage or administer companies of various sizes, Deeks (1976, p. 220) concludes that, "given the market environment within which most small firms operate, the small company will require a different mix of managerial skills from large companies." He points to a taxonomy of different needs (Deeks, p. 227). This is supported by Storey (1994, p. 5): "Too often the large-firm model is taken as given and the small firm is assumed to be a 'scaled-down' version of a large firm."

In an article, *Public Policy and Small Hospitality Firms,* Rhodri Thomas (1995) writes:

> That all serious commentators now recognize the heterogeneity of the small business sector (including differences in growth orientation), and appreciate that these organizations cannot be considered to be merely scaled-down versions of larger enterprises, clearly signals the need for rigorous research in the context of particular industries. In spite of the fact that much of the hospitality industry is still dominated by small firms, we have little understanding of their dynamics. (p. 72)

22 BEST COPY AVAILABLE

Thomas also concludes by arguing that "greater attention needs to be given to small-firms research, so that those giving advice on the effective management of such organizations might do so from a secure knowledge base and to ensure that the deliberations of policy makers are informed by sector-specific considerations" (p. 69).

> Many students interviewed expressed a strong interest in such small-scale businesses (small hotels/motels, small inns, lodges, rural resorts, bed and breakfasts)— either as an employee or as a long term ownership goal. Many of these students, however, wished to enter the industry through a larger accommodation business or chain as a means of gaining a wider spectrum of experience. (KPMG et al., 1995, Fall, p. 53)

However, often there is a gulf between relevant training and education and the realities of the small business world. This is evident in the comment of a recent hotel management graduate, quoted by Jameson (1996):

> I now realize that while I graduated with a decent degree I had no real awareness of the skills I had to offer, I had no ideas at all of career opportunities within small businesses, and no relevant experience. Thinking about it now, I couldn't manage my way out of a paper bag—let alone manage my career. (p. 17)

In Manitoba, as in most of North America, the education and training in colleges for the hospitality sector often concentrates on and is intended for medium and large-sized hotels and restaurants affiliated with chains. An inspection of textbooks and teaching materials used for hotel/restaurant administration (HO/RE) programs revealed that they are focused on large hotels. Organization charts such as those presented in Figures 1 and 2 could not be found, although they apply to the overwhelming majority of hotel/restaurant businesses. For HO/RE administration graduates these businesses represent the bulk of future management employment and entrepreneurial potential. Programs suited for SMEs and their personnel were not available until the arrival of the Manitoba Tourism Resource Council (MTEC). Management-related programs are not available. Community colleges do not cater to this sector, although supported by the tax dollars of many small and medium-sized hotels and restaurants. The reasons for this are historical and described in the following paragraphs.

Traditionally, training in continental Europe has been craft-oriented, encouraging small business. This is indicated by their many technical apprenticeship programs, such as those for cooks, bakers, pastry chefs, and butchers. Training in English-speaking countries is frequently oriented towards business administration, and favors larger operations. "In Britain, the attitude of post-war governments towards industry could best be summed up in the expression 'big is best'. Large scale operations were favored because economists and politicians believed that they were more profitable than small company business" (Quinn, Lamour, and McQuillan, 1992, p. 11).

English-speaking countries appear to be influenced by their colonial past, emphasizing in education the ability to manage human resources and market products. Examples of British marketing and sales abilities in the hospitality field include Sherry, Porto, and Rhine wine (referred to as Hock), Bordeaux wines (referred to as Claret) and many other desirable products. Britons made these products famous around the world.

These countries have continued to develop in those areas and when sophisticated craft-oriented skills were in short supply they frequently imported these capabilities from continental Europe. They saw little need to develop these skills themselves, preferring to buy them. Therefore it is typical, for example, for North Americans in the hospitality field to say, "Why should I learn to cook, when I can hire one and administer him/her?" Doing so, a North American has already excluded many small business opportunities in the hotel and restaurant field.

We see few small, independent, quality operations requiring refined food preparation and service skills, run by people who are native to Manitoba. Instead, these are usually owned and operated by individuals who have been educated and trained elsewhere. However, we find quite a few Canadians in positions where clerical and low-level administrative skills are required (e.g. motels). Except for cooking apprenticeship training, there is no hospitality-industry-based generic training available in Canada comparable to that offered in the traditional tourist countries of Central Europe. Most training there is generic and apprenticeship-based, addressing the training needs of operations

both small and large. Apprentices may join a cooking, restaurant management or hotel management program. Often one program is supplemented with a shorter second one built on the first one.

With the rise to power of Margaret Thatcher, who became the Conservative prime minister of Britain in 1979, interest in small business increased. Small business was viewed as having the potential to stimulate much-needed economic regeneration. The Conservative party platform was adjusted and called upon to change the attitude towards small business, "to create an atmosphere in which the number of small businesses would increase." The main reason for this was to create jobs (Quinn, et al., 1992, p. 11). Since about that time many other English speaking countries adopted similar policies to encourage the small business sector.

Roots of the Hotel/Restaurant Industry in Canada

"L'Auberge Le Vieux Saint Gabriel" in old Montreal, not far from "l'Hôtel de Ville" or City Hall, is the oldest inn in North America. According to the owners, this establishment has been serving Canadians since 1754. Its predecessor, an establishment that shared some of the same walls, goes back another century. The "Auberge," with good food, several dining rooms, seared timber columns, massive fieldstones, hide-away fieldstone tunnel, and a Beauchemin Street scene from long ago, is an interesting restaurant to visit (Kalman, 1988, p. 1010).

Regarding hotels, "there are two traditions in Canada: The inn or roadhouse and the urban hotel. In early settlements many households took overnight guests; those with inn licenses could charge for the service..." (Kalman, 1988). Willard's Hotel (1795) and Cook's Tavern (1822) both from the Williamsburg township and now part of the Upper Canada Village near Cornwall on the St. Lawrence river, are two Ontario examples (Kalman, 1988). They provided stopping places for commercial travelers and immigrants along the King's Highway and on boats on the St. Lawrence River. Symmes Inn (1831) at Aylmer, Quebec, near Ottawa, strategically located at a boat landing on the Ottawa river and immortalized by William Henry Bartlett, boasted a table supplied "with the best the

country affords" (Kalman, p. 1010). Aylmer is somewhat out of the way on the Ottawa river. Therefore it is conceivable that many travelers stopped there mainly for the excellent cooking and service. What did these inns look like? In many western movies we can see them. They were often built to resemble large houses, frequently with the addition of two tiers of verandahs.

The start of the second tradition is described by Kalman: "In the early 19th century, some hotels in large Canadian cities were planned on a lavish scale. Rasco's Hotel in Montreal, opened in 1836 and still standing today, is a 5-story stone building that once accommodated 150 guests" (Kalman, 1988, p. 1011). This hotel is one block from Le Vieux Saint Gabriel, noted above. Larger hotels followed in the most fashionable styles of the day. The Windsor Hotel in Montreal built by G. H. Worthington, 1876-78 in the Second Empire style was an example. With the arrival of the railways in the 1880s the first wood-framed Swiss-style dining stations and hotels were built for travelers, followed by large resort hotels and elaborate French Chateau style hotels in Canadian cities at the turn of the century (Kalman, p. 1011). It is the descendants of these large hotels that present-day hotel administration programs tend to serve. North American colleges do not appear to cater to the training needs of owners or operators of smaller, full-service hotels and inns.

The Hotel/Restaurant Industry in Manitoba

A report prepared for the Manitoba Hotel Association over two decades ago indicates the purpose and state of the hotel industry at that time:

> In most respects, the hotels of today are similar to the inns of the past. Today's hotel is still primarily in existence to provide the traveler with a comfortable place to sleep and good food and drink. Secondarily, most hotels receive patronage from local residents wishing good food away from home and a warm friendly gathering place.
>
> The hotel industry in Manitoba is currently oriented primarily toward meeting the needs of local residents, providing a gathering place for beverage and food service away from home. However, Manitoba hotels so provide, in most communities, the primary lodging and food service facility for travelers. Thus Manitoba hotels play an important role in the communities in which they are located. (Burch, Findlay, McFarlane, 1973, March, p. 16)

Many hotels in Manitoba still provide good service to travelers and their communities in the 1990s. "However they are often not sufficiently modern in their appearance and food and beverage service to appeal to travelers from western European and Asian countries, who increasingly arrive from overseas. Indeed, in Manitoba and elsewhere in Canada, the term 'hotel' is sometimes used for a facility consisting mainly of a rundown institutional beer drinking room, with little culture or personality. Similarly, 'hotel' rooms in those circumstances may provide an unpleasant surprise to visitors from abroad" (E. Beauchamps, personal communication, December 3, 1996). This should be changed. According to Webster's International Dictionary, the word hotel is of French origin. It derives from hostel. Hotel describes a large private mansion, stately home or a public official residence. "Hôtel de Ville" is the French word for city hall. The French word "Hôtel Dieu" is the expression used for hospitals in French towns. It follows that a hotel is by origin a house of some culture, dignity and civility, not a beer parlor. Manitoba's industry should follow internationally-accepted terms and adjust to these norms. The English language has other words available such as inn, roadhouse.

Already in 1973 the Manitoba Hotel Industry Productivity Study (p. 39) lamented the fact that the typical hotel was not doing well in its food department: "If all the facts were known, it is probably losing money. It could do quite a bit better." The upgrading and enhancement of food service is again mentioned under diversification proposals in the 1989 study by Hikel, Duguid, and Macdonald, prepared for the Manitoba Hotel Association (*The Present and Future Viability of the Manitoba Hotel Industry*, p. 101). This report points out that by law hotels are in the food business.

> All too many hoteliers have given this "end" of their activity short shrift. This does not mean that every hotel in Manitoba has to operate a European style dining room. It does mean that the present hotel clientele, and others in the area participating along with other Canadians in a significant increase in the consumption of meals outside the home (sic). The hotel industry has no choice but to go after a significantly greater percentage of this expanding market. This can best be done by identifying locally unique, distinctive and authentic markets which hotels can serve. This may range all the way from a hotel in rural area specializing in hearty, country-style breakfasts.

Then as now, nonexistent or insufficient food preparation training for future hoteliers causes many missed opportunities. A hotelier or restaurateur who has not had the chance to learn professional cooking will always feel insecure managing this area, and may not respect professionals in this occupation. The hotel and restaurant industry requires people who have the basic knowledge and skills to prepare and serve nutritious food in an appealing, sanitary, and economical way. The industry requires operators and managers who can function in a professional cooking environment and can administer kitchen matters effectively by applying basic *professional* kitchen competencies instead of just a lay person's or amateur's knowledge.

It also appears that "the improvements in food and eating facilities to the point that local residents would come to the hotel to eat," which the 1973 Hotel Industry Productivity Study mentions (Burch et al., 1973, p. 16) have not taken place in many instances. The reason for the knowledge deficit compared to earlier times may be that adequate training of upcoming management potential directed towards the needs of SMEs has not taken place in Manitoba and therefore capital investments have not been made. In many cases, video lottery terminals have arrived sooner than improved hotel and restaurant skills (E. Archambault, personal communication, December 3, 1996).

A professional chef commands a substantial salary, possibly ranging from $30,000 to $80,000. If the owner/operator or partner in a small or medium-sized operation has no kitchen experience, the enterprise must hire a chef. If one partner has good kitchen experience they can save that expense. In the traditional tourism countries one owner/operator of small and medium-sized businesses often has a professional cooking background (Hans Schweizer, professional chef, personal communication, January 15, 1997). This is rare in Manitoba.

The hotel/restaurant industry is a complex retail business. It demands detailed knowledge of food and beverage preparation and service. This is a fundamental skill. At a time of vigilance concerning drunk driving, hotels anywhere have excellent potential for increased room sales. By offering

hearty or memorable food service complemented by excellent beverage services and sleeping accommodations, all requirements are covered.

Manitoba and its Hospitality/Tourism Assets

Manitoba is the keystone province, located in the center of Canada. It has a thriving international airport and numerous smaller airports, excellent highways for motorists or bus travelers, passenger rail service for railway buffs, and has access to the oceans of the world through its port at Churchill. The province has vast, diverse land and water resources, which are valuable assets for sectors such as recreation, tourism, agriculture, and fishing.

> Tourism is already a major industry in Manitoba, and the potential to expand the sector is truly enormous...Manitoba's tourism sector can be built on several strengths, including: a vast natural environment featuring thousands of clean, sandy-shored freshwater lakes; world-class fishing, hunting and recreational opportunities; beautiful parks and wilderness areas; Manitoba's diversity in cultural, recreational, and heritage products and urban activities; professional sports and internationally acclaimed festivals; major international conventions and sporting events; historical and cultural products; vast northern terrain and sight seeing adventure tours; friendly communities and community events; and a commitment to sustainable development that will ensure the conservation of environmental assets vital to our tourism sector. (Manitoba Framework for Economic Growth, May 1993)

> Knowledge of destinations and other cultures has increased through education and wide-spread use of television, computers, and other information technology...These trends have produced a travel consumer who is currently more knowledgeable about travel opportunities. This sophistication has led to a consumer who is more demanding and increasingly seeking experiences of a more specific nature. (Whitehouse et al., 1994, p. 1)

To a tourist traveling on the Trans-Canada Highway, the province may appear flat and uninteresting. This is not so. One has only to drive around the province to experience its varied landscape. Manitoba has no mountains with hordes of tourists, but it has lakes, hills, valleys, sand dunes, forests, marshes and tundra in or near many communities. It lends itself to rural sightseeing tours. While the world's cities and major tourist destinations fill up with people, many people want to flee heavily populated areas and long for wide open spaces such as Manitoba offers.

> Recognizing the uniqueness of the Province, and its relatively untapped potential for the International Touring Vacationer, Industry Canada-Tourism, Manitoba commis-

> sioned a study to examine relatively uncharted waters relevant to establishment of Touring Corridors and Loops in the Province. (Canzeal, 1994, p. 6)

There are about fifteen such routes established, adding to the overall attractiveness of the area as a travel destination. With the development of these travel corridors and loops Canadians will discover the beauty of their own country. They will increasingly use the services provided on these scenic routes, especially if the complementary supports such as accommodation and food services are of a high quality.

> Modern Canadian Cuisine is the product of years of development and adaptation of cooking methods brought from the European homes of the settlers who now make up our nation. In this strange new country they found foods they had never seen before, they also found that Canada's native Indians were eating foods and using techniques completely new to them. From them they discovered venison, buffalo, pincherries, saskatoon berries, wild rice and various kinds of tea.
>
> With two of the world's great oceans at either end of Canada, it is little wonder that the Atlantic and Pacific fisheries yield up seafood in great quantity and variety, and, due to the cold northern water, of excellent quality.
>
> ...Quebec is a treasure-chest of recipes based on French cookery and adapted to Canadian produce. Many French-Canadian recipes (also used in Manitoba) 300 years old are still in use, and Quebec onion soup and tourtière (a special pork pie) are known all over Canada and far beyond. (Canadian Government, circa 1967)

More than 25 years ago Quebec researched the traditional dishes of various regions, following the example of traditional tourism countries. These recipes were compiled, published, and promoted and are still being used by many citizens and restaurateurs. A version of this program continues today. Quebec restaurants that offer regional dishes can receive special citations to be posted outside their doors. (Researcher's notes.)

Manitoba was settled by people of many origins. The original residents or First Nations include the Inuit in the northernmost parts, the Chipewyan and Dene in the north and the Cree in the central areas. The Ojibwa and the Sioux (Dakota and Lakota Nations) inhabit the southern parts of the province. The Metis people (Canadians of French/Aboriginal origins) are scattered around the province, including Binscarth, Ste. Anne, St. Ambroise, St. Eustache, and St. Lazare to name a few.

(Marie Gregory-West and Doreen Beaupre, personal communication, March 4, 1997) French-speaking Canadians are located in St. Lazare, Ste. Rose du Lac, St. Pierre Jolys, Ste. Anne and in the area south of Portage la Prairie. Ukrainian-speaking Canadians can be found in the municipalities of Mountain South (north west of Winnipegosis), around Riding Mountain Park and in Dauphin, Ethelbert and Rossburn. Germans may be found in the municipalities of Morris and Cartier. Mennonites settled around Steinbach, Altona and Winkler and there is a vibrant Jewish community in Winnipeg. Icelandic settlers homesteaded in the Interlake district near Gimli and Erikson.

With leadership, encouragement and expertise a similar approach could be taken here as in Quebec, supplementing Folklorama (a multicultural and food festival in Winnipeg) the Festival du Voyageur, the Ukrainian Festival, and the new touring corridor and loop program.

> Three of the four major North American flyways pass over Manitoba and wild game is abundant. Many kinds of fish are found and while whitefish is caught in many inland provinces, Selkirk whitefish is especially known. (Canadian Government, circa 1967)

"The province's 100,000 sparkling...lakes are alive with 80 fish species" (National Geographic Society, 1990, 122). Wheat fields, forests, and wetlands offer high-quality and sometimes unique food products. Many kinds of fish products are available: pickerel, trout (brook, lake and rainbow), channel catfish, arctic whitefish, smallmouth bass, lake sturgeon, Winnipeg Goldeye, carp, northern pike (jackfish), mullet (sucker), even caviar. Pork and wild boar, domesticated or wild poultry, beef, and specialized meats such as bison, ostrich, fallow deer, and soon-to-be-legalized elk are all available in Manitoba. A wide range of grains and seed crops are grown, ranging from wheat to flax to lentils to wild rice. Few places have the quality, variety and abundance of food products available for processing as does Manitoba. The appeal of these food products is indicated by the success of Manitoba cooks and chefs at the Culinary Olympics in Frankfurt/Main, Germany in 1992 and 1996. Among many regional cooking teams from around the world, the Manitoba team earned two silver medals (Peter Czayka, team captain, personal communication, January 15, 1997).

Manitoba needs still more cooks and chefs with pride in our products, supported by knowledgeable, entrepreneurial hoteliers and restaurateurs. There is an increasing need for better-trained hotel and restaurant employees, owners and operators in rural areas. This human resource potential can only be trained in *our* regional colleges. Culinary students, cooks and chefs should be made aware that all over Manitoba there are career opportunities and growth potential beyond "once a cook, always a cook." However, the cooking brochures from Red River Community College and Assiniboine Community College generally speak about a career that ends with cooking.

Significantly, the Canadian Hotel and Restaurant History (Canadian Hotel & Restaurant, 1993, September) and reports of the Manitoba Hotel Association reveal that there is a strong emphasis on issues connected with liquor sales, and now also gaming and marketing.

In Manitoba we are unable to compete with amenities provided by small and medium-sized businesses available in the traditional tourism countries of continental Europe. Developing and creating new service potential in these small businesses would provide increased business, potential employment and revitalized rural areas.

Hospitality Sector Education and Training

Three principal hotel- and restaurant-related associations exist in Manitoba which are affiliated with national associations in Ottawa or Toronto: the Manitoba Hotel Association, the Manitoba Restaurant & Food Services Association, and the Chefs and Cooks Association. The Canadian Hotel Association in Ottawa offers a *Certified Hospitality Housekeeping Executive*, a *Certified Rooms Division Executive* and the *Certified Hotel Administration Program*. They are based on material provided by the Educational Institute of the American Hotel & Motel Association (1992). The Canadian Restaurant Association in Toronto provides a Food Service Management Program. The Chefs and Cooks Association offers an apprenticeship program in all Canadian provinces except Quebec. All other

training is offered through the provincial and territorial associations (such as MTEC) affiliated with the federally funded Canadian Tourism Human Resource Council in Ottawa.

One important consideration of vocational education is that learning materials should be geared to the needs of the learner. Not all of the information in the housekeeping material provided by the Hotel Association of Canada applies to Canadian circumstances. For example, it deals with OSHA (the United States Occupational Safety and Health Act). This information is of limited use to Canadian learners, as our laws are different from those in the USA. Equivalent Canadian legislation is covered by federal and provincial government laws and departments, such as WHMIS, the Work-place Hazardous Materials Information System. On average, Canadian hotels are smaller than those in our neighbor to the south. There is a lot of ballast to be learned that has to do with the sheer size of urban American hotels and their many layers of administration, and their multitude of policies, procedures, and business forms. Although material from other countries certainly can be used, education and training materials must be adapted and should be relevant to circumstances at hand.

Similar facts apply to the *Certified Food Service Management* correspondence program provided by the Canadian Restaurant Association. The program was developed by them in 1987 with financial assistance from the Canada Employment and Immigration Commission. This program seemed to be primarily developed for big (corporate) operations. The emphasis was on administrative procedures rather than food. Within the curriculum program the word 'food' is replaced constantly by the word 'product'. That the program is primarily for managers of large units is confirmed by those who successfully completed certification, as indicated in the marketing brochure. Few small, independent operators could be found although it can be assumed that most members of the Canadian Restaurant Association are small and independent.

For the past number of years the only national hospitality-related association that offered much of substance in terms of training and education for Canadian youth has been the Canadian Chefs and Cooks Association with their three-year apprenticeship program. Although this organization ranks

low in the hospitality industry, in terms of financial means and importance, it has shown a high degree of social responsibility and leadership towards training and educating Canadians in their sphere of interest. The members should be congratulated for not waiting for government funded or initiated plans. They acted and put a sensible plan into practice, a type of program approach that could be duplicated by any other industry association.

Apart from the correspondence programs explained above, the following programs are available in Manitoba (Canada):

- A three-year cook apprenticeship program in the industry,
- MTEC certification for tourism professionals in many occupations such as food and beverage server, front desk agent, bartender and many others including management positions, and the
- Hotel/Restaurant Administration college programs (14 months at school, 5-6 months at work).
- MTEC Youth Internship programs

Looking at these programs, we must conclude that the Hotel and Restaurant Administration Programs offered at Red River Community College in Winnipeg and Assiniboine Community College in Brandon offer the most suitable programs in the province for the promotion of uniquely Manitoba cuisine and the development of advanced skills in the HO/RE business.

An example of a country with highly developed skills in the hospitality field is Switzerland. It is known for food products, such as cheese and chocolates, and is also known for its hospitality and tourism industry, with many small successful hotels and restaurants. It is recognized around the world for its excellent HO/RE training. Swiss hoteliers and restaurateurs and their professional association have a long involvement in training and education of their personnel. The Swiss Hotel Association, which functions mainly in German and French, is the founder of the oldest hotel school in the world. Swiss hoteliers, restaurateurs, and cooks with a knowledge based on highly developed vocational technical skills head the finest five star establishments around the world. They have the fol-

lowing major training programs available to benefit their hospitality industry, which consists mostly of SMEs as in North America:

- three-year cooking apprenticeship program,
- three-year restaurant server apprenticeship program,
- three-year hotelier apprenticeship program,
- state approved public vocational hotel schools, and their top program, a
- four-year hotel management program. (Réne Cornu, personal communication, January 17, 1997)

(University and master programs in the vocational occupations, having the potential to lead to the right and capacity to manage and create business ventures, are not considered here.)

The last-mentioned program is offered at the hotel management school, Ecole Hôtelière in Lausanne, owned and operated by the Swiss Hotel Association for more than 100 years. The school's primary purpose was to train the sons and daughters of Swiss hoteliers for their future role as owner/-operators of their parents' hotels. However, other interested youngsters were also accepted as students. Half the training time is spent at school, half the time at work.

Until approximately 30 years ago this program was a three-year program, each year with a different focus: a culinary, a dining room service, and an administrative oriented year. Half of each year consisted of theory at school, and half consisted of practical work in Swiss hotels. Under the influence of modern time requirements (and influence from the Cornell University's School of Hotel Restaurant Administration, NY) a fourth year was added requiring the learning of higher management skills as they are known in North America.

In other traditional tourism countries such as Austria and Germany, similar structures exist: a cook apprenticeship program, a restaurant service program (which was changed to a restaurant business program), and a hotel business program, and hotel schools. There are also master programs which may be taken after completing the apprenticeship programs and several years of experience. In

continental European countries, students often attend hotel schools after completing a cook apprenticeship program, to acquire the necessary service and hotel administrative skills for the fast track mode. Specialized hospitality, tourism and business focused university diploma programs are also available. Cooking experience is usually highly recommended by those hoteliers who know their business because of the importance within the SMEs and the more certain career success as a hotelier, often in international settings.

After this short excursion to Europe, let us return close to the geographical center of North America: In the Manitoba Plan for *Renewing Education: New Directions, A Foundation for Excellence* (1995, June, p. 9) it is stated: "The goal of the curriculum development process is to develop world class curricula that compare favorably with those of other leading countries." This statement is important. If we wish to compete in the world arena with our Hotel Restaurant Administration Programs, we should review the best programs available worldwide, and take advantage of the fact that we use two languages (French and English) in Canada which are also used in internationally successful traditional tourism countries.

Language can be an impediment to the flow of information. Although one of the official languages of Manitoba is French, most of the information that we receive or consider for advancement is from English speaking countries. Given that the United States is our large neighbor to the south and that we belong to the English-speaking Commonwealth this is not surprising. In Canadian hotel and restaurant research to date only sources from English speaking countries are taken into consideration. This is supported by Kaspar (1994, p. 53) who writes: "German authors only refer mainly to German language communications and Americans mention only American or English works." An example is the *Human Resources Study of the Canadian Accommodation Industry* (1995) where American and Australian information is taken into consideration for recommendations. However, in a time of rapid information exchange, it may be useful to look to other sources of knowledge such as those available in French (from Switzerland, France, or Belgium). As in Manitoba, most Swiss hotels

are independent, small and medium-sized. There may be ISME development and training material available suitable for modification and translation from French into English.

In a report on post-secondary education in Manitoba entitled "Doing Things Differently" (The University Education Commission, 1993) the mission of post-secondary education is defined as: "a system to contribute to the cultural, social and economic development of Manitoba, Canada and the world by the creation, preservation and communication as well as application of knowledge." According to the Manitoba Annual Report (1994-95, p. 70) the province and its secretariat has as its objective to support the community colleges in their delivery of a quality, comprehensive and community-responsive program of education and skills training to meet the needs of adult Manitobans and the Manitoba labor market.

In her speech at the convocation of Assiniboine Community College, June 7, 1996, President Brenda Cook addressed the graduating students: "You give us the proud satisfaction of knowing we have helped to cultivate and stimulate another generation of Manitobans who will make an important contribution to the economic development of our region and our nation." A number of the graduates of whom she was proud were from the Hospitality/Tourism Administration Program. Assiniboine's HO/RE program is one in which the college takes pride.

It is the view of the researcher that Hotel/Restaurant Administration students can contribute to the economic development of our region and our nation if the parameters of the HO/RE program are adjusted to the true needs of HO/RE ISME operations, locally and elsewhere in North America. Such programs must focus better on the needs of full-service, independent small and medium-sized hospitality operations. They must take into consideration regional, entrepreneurial, and vocational technical curriculum aspects. The general over-emphasis on management skills rather than artisanal, vocational technical skills at the beginning of a HO/RE career may lead to insufficient understanding of these complex businesses. "Canadian children are not only competing with the children at the next

desk; they are competing with children in other countries, whose education systems give them a better start in life" (Liberal Party of Canada, 1993).

According to Kriener (1962) hotels and restaurants are more complex than other businesses, because not only are goods stored, received, processed and sold on-site but in a hospitality business they are also consumed on the premises. This places increased importance on human interaction. Kriener distinguishes between three *major* vocational work environments in hospitality SMEs:

- the production environment, or kitchen,
- the service environment, or dining room, and
- the clerical/administrative environment, or front desk and ensuing management.

There are three points to be made: (1) If most of the hotel and restaurant businesses are small or medium-sized, future owner/operators must be exposed to all three of these areas if they want to be effective operators. Oral skills are no replacement for detailed knowledge. (2) The individual must be occupationally socialized enough to appreciate different work environments and function effectively in them. (3) A kitchen is not only important on its own, its product is upgraded by professional service. Cuisine is important to the hotel management because traditionally in small and medium-sized operations it is a major reason for high room occupancy rates.

Hotel and restaurant students who have insufficient vocational technical roots may leave these businesses for other industries. Today we witness considerable discussion about lifelong learning. By its nature the HO/RE industry is well suited for this concept. Many top managers of luxury hotels around the world have proven that starting in the kitchen provides a solid "platform of skills" for later success. They simply climbed career ladders one rung at a time without leaving this industry.

Summary:

Although the majority of (liquor) licensed hotels and restaurants in North America are small or medium-sized, researchers have tended not to research into ownership and management competency

requirements for such enterprises. The vast majority of these businesses in Manitoba, Canada, Switzerland and the United States and elsewhere have fewer than 25 employees. When looking at the organizational structure of such hotels and restaurants it is found that half of their activity centers require strong vocational technical (cooking and service) and artisanal skills. Approximately 85% of all hotels have restaurants, while 80% have bars and lounges, and 69% have meeting rooms. Two-thirds of SME hotels depend heavily on the sales of food and beverages; these represent 42% of their revenue.

Although career opportunities in SMEs are thought to increase, with governments, education, and students manifesting increased interest, the skill requirement for such enterprises appear to be insufficiently understood. Many stakeholders, such as educators, educational administrators and students assume that small businesses are just scaled down large businesses requiring no different knowledge and training considerations. Research has proven this to be wrong.

Traditional training in English speaking countries was focused on large business development, marketing, sales, finance and human resource skills. However, during the last 20 years (since Margaret Thatcher's ascent to power in Britain) the focus of governments has shifted towards small business development to create more jobs.

In Canada, there exist two traditions regarding hotel and restaurant development: the inn or roadhouse and the urban hotel. It is the descendants of large urban hotels that present-day hotel administration programs tend to serve in North American colleges.

The Hotel/restaurant industry in Manitoba plays an important role in its communities for its citizens and tourists but the food and beverage preparation and service training for (future) hoteliers and restaurateurs is insufficient. This is documented since 1973 (Burch et al., p. 16). The province has many tourism assets such as vast, diverse land, water, food and cultural resources. Touring corridors and loops have been developed. However more culinary skills among future hoteliers and restaurateurs are required.

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Hospitality sector education is wrongly focused or insufficient. Manitoba, HO/RE administration college programs offer the best potential to develop the advanced skills required in this business sector. A comparison with Swiss hotel/restaurant education is given. Research points towards the HO/RE program of the Ecole Hôtelière in Lausanne which has trained students for over a century, working closely with industry to meet its requirements. Half of the student's time is spent in school and half in the industry.

If one wishes to develop world class training programs research in other (French) language areas (France, Belgium, Switzerland) may be required who have based their training on HO/RE ISMEs. Parameters of such management training programs should be adjusted to the true needs of entrepreneurial, regional and vocational technical curriculum aspects. SME hotel/restaurant operators must be thoroughly knowledgeable and occupationally socialized in the kitchen, the restaurant service and in the clerical/administrative environment, to function effectively. These facts also point to a life-long learning environment, a concept that is very suited for the HO/RE industry.

The following sections represent the core of this chapter: (1) the purpose of the study; (2) need for the study; (3) statement of the problem; (4) assumptions; (5) limitations; (6) delimitations; (7) definitions of terms and abbreviations; (8) and a section relating to the organization of the study.

Purpose of the Study

The purpose of this study was to explore and assess new parameters for an effective, entrepreneurial, regional hotel and restaurant management training program in Canada.

The scope of this study also included an examination and assessment of the skills required to manage or become an operator/owner of an independent small medium-sized enterprise (ISME).

The following research questions were examined:

1. What are the principles and philosophy of a hotel/restaurant management training program?

2. What is the significance of hotel/restaurant employment skills, such as

(a) employability, leadership,

(b) vocational technical,

(c) knowledge and business career competencies, and

(d) their relative importance.

3. What is the importance of school and workplace education and training, such as

(a) prerequisite work experience,

(b) the nature and duration of co-op work experience,

(c) the relation of school to workplace training,

(d) the length and nature of the program,

(e) the scope of course subjects to be covered,

(f) the regional and national emphasis of hospitality/tourism related knowledge,

(g) internationalization and globalisation, including second language skills

(h) linkages with industry, including mentorship

(i) curriculum planning and evaluation,

(j) value and significance of entrepreneurial education,

(k) teaching methods and integration of knowledge.

NEED FOR THE STUDY

Such a study was needed because:

> If it is accepted that small hospitality firms are an increasingly important growth area of the economy, and that hospitality graduate careers are increasingly likely to develop in the small firms sector, then it is contended that research needs to be undertaken on the provision of hospitality courses and specific course content which deals with small firms.
>
> An assessment needs to be made if this current course provision is appropriate to graduates who wish to develop careers in small hospitality firms. Jameson (1996, p. 18)

Pavesic (1993, p. 291) writes that curricula of many HO/REA college programs are copies of HO/RE college programs offered elsewhere in North America. The researcher is under the impres-

sion that there is very limited regional research input: If these programs have direct input from the industry, it is primarily from large operations (corporate recruiters), and their contact people (those who have the time to attend such meetings), such as human resource people, and association representatives, who often have limited HO/RE operational experience. Few of these programs are "home grown" and few take into consideration regional touristic needs. Teaching towards large operations *excludes* teaching towards small operations; teaching towards small operations *includes* large operations. Thus teaching towards small operations is more generic and beneficial. "Hospitality graduates do go to work in small/medium-sized hospitality firms and employment growth is predicted to grow especially at the managerial level" (Jameson, p. 12). Non-affiliated HO/RE operators and young entrepreneurs require a different and more complex set of skills because they have to rely more on their own resources. Up to half of HO/REA students hope to open their own small business. Approximately 80% of Manitoba hotel/restaurants are small or medium-sized.

STATEMENT OF THE PROBLEM

What kind of curriculum program is required for creating, effectively operating, and managing a full service, ISME (HO/RE)? What kind of an education and training program is required for graduates to be internationally competitive?

The researcher surveyed the international literature and non-affiliated small and medium-sized hotels and restaurants in Manitoba to find out what exists.

ASSUMPTIONS

The following assumptions were made in relation to this study:

1. Owners/operators of the small and medium-sized hospitality businesses were involved in the daily operation of their businesses.
2. Owners/operators saw the need to upgrade their facilities and staff to be internationally competitive.

3. Owners/operators were able and willing to furnish time and other resources to make improved training possible.
4. Owner/operators could be adequately surveyed/presented.

LIMITATIONS

The limitations of this study were as follows:

1. Four out of 38 hotel/restaurant owner/operators were unable to co-operate in this study.
2. The study was limited by the interpretation placed on the wording of the instrument and the respondents' truthfulness in answering the questions.
3. The findings can not be generalized to other geographical areas of Canada.

DELIMITATIONS

The delimitations of this study were as follows:

1. Because of the small number, the whole population was interviewed except the four establishments which declined.
2. Only owners/operators of ISME (HO/RE) were surveyed who offered a full food menu with a variety of courses, food items (meat, fish, poultry) and preparation methods.
3. Only owner/operators who required the services of experienced, trained cooks or chefs at the journey person level were surveyed.
4. Only owners/operators of ISME (HO/RE), who were open year round were investigated.
5. Only owners/operators who offered a full liquor menu including cocktails, wines, beers and liquors, were surveyed.

DEFINITION OF TERMS AND ABBREVIATIONS

The following definitions are offered for clarification.

Administrator: A person who directs, coordinates or controls (without ownership) the activities of subordinates. The expression is primarily used in big firms.

Affiliated Hotel/Restaurant: A hotel or restaurant affiliated with a chain.

Assiniboine Community College (ACC): A regional college in southwestern Manitoba (Brandon) offering post-secondary vocational programs.

Association of Canadian Community Colleges (ACCC): The umbrella organization of Canadian community colleges with its head office in Ottawa, Ontario.

Business Education: That aspect of the total educational program which provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers.

Canadian Tourism Human Resource Council (CTHRC): The council serves as a national forum to facilitate human resource development activities that support a globally competitive and sustainable tourism industry in Canada. See also MTEC.

Catchment Area: Area from which a college draws the majority of its students.

CHRIE: Council on Hotel Restaurant and Institutional Education. An international association of hospitality educators with its head office in Washington, DC.

Co-operative Education: A learning process whereby tangible, constructive work is incorporated into regular academic curricula. This method of education is designed to "close the gap" between education and vocation while ensuring that skills taught meet the needs of the industry, in this case the hotel and restaurant industry.

Course: Part of a curriculum program; a series of lectures or other matter dealing with a teaching/-learning subject within a curriculum program.

CTC: Canadian Tourism Commission (founded 1995). A private and federally funded commission to market and promote tourism within Canada and abroad.

Curriculum: Refers to the content or material for instruction that schools offer the student in order to qualify him/her for graduation or certification in a major field of study.

DACUM: Designing A CurriculUM. A research process in which qualified industry representatives specify training requirements in a vocational curriculum program.

Employability Skills: "Employability Skills are the generic skills, attitudes and behaviors that employers look for in new recruits and that they develop through training programs for current employees" (The Conference Board of Canada, 1993).

Employment Skill: see HO/RE employment skills.

Entrepreneur: An individual who undertakes all the risks related to forming and operating a small business (Owner-manager).

F & B: Food and beverage.

Hands-on/practical work: Physical work, work that is done using one's hands feet, and thought.

HO/RE Employment Skills: Skill competencies that include hotel and restaurant-related employability skills, vocational technical skills, and knowledge and business career competencies.

HO/RE: Abbreviation for Hotels/Restaurants.

HO/REA: Abbreviation used for Hotel/Restaurant Administration (Program).

Hospitality: The friendly reception and treatment of guests and strangers.

Hotel: An establishment fully licensed to provide liquor service and lodging; full course meals are prepared and served as well as consumed by guests (customers); includes motor hotels.

ISME: Abbreviation used for independent (non-affiliated) small (less than 50 employees) or medium-sized (HO/RE) enterprises (51 to 100 employees). Source: Statistics Canada.

Life-long learning: Process by which individuals consciously acquire formal or informal education throughout their life spans for personal development or career advancement.

Manager: A person planning, organizing, and controlling any enterprise, particularly business firm. Preferred term used in SMEs. More hands-on person than an administrator.

Mentor: A trusted and experienced counselor or guide; a teacher, tutor, coach.

Mentorship: The quality or state of being a mentor; influence, guidance or direction exerted by a mentor.

MTEC: Manitoba Tourism Education Council. This organization is involved in the development of occupational standards and certification in the hospitality industry. Like similar provincial and territorial associations it is affiliated with the Canadian Tourism Human Resource Council in Ottawa.

Non-affiliated Hotel/Restaurant: An independent hotel or restaurant that is not affiliated with a chain.

Parameters: Limits or boundaries, guidelines.

Program: A series of courses making up a curriculum.

Restaurant: An establishment where full course meals are prepared and served as well as consumed by guests (customers).

SME: Small, medium-sized enterprise. See also ISME.

Stakeholders: Individuals or groups of people (students, teachers, industry) having a vocational interest in or commitment to training and education.

Taxonomy: A classification system of organizing information; in education it serves as a method for translating educational aims into instructional objectives.

Tourism: The occupation of providing information, accommodation, transportation and other services to guests. Also the promotion of tourist travel, especially for commercial purposes.

Vocational Education: That form of education which makes an individual more employable in one area than in another and enables him/her to enter gainful employment and *progress* in that occupation or position (vocation = calling; from Latin *vocare*, to call). (See also UNESCO, p. 42.)

ORGANIZATION OF THE STUDY

This research study was developed through five chapters:

Chapter I contains the following sections: purpose of the study; significance of the study; need for the study; statement of the problem and subproblems, assumptions, limitations, and delimitations; organization of the study; and definitions of terms and abbreviations.

Chapter II outlines the historical development of North American and European hotel and restaurant education with its emphasis on large scale chain operations since the 1920s. It describes current global influences on the HO/REA curriculum, such as the approach of Switzerland which has always focused its training more on the needs of small, medium-sized, independent operations. It clarifies the objectives of various levels and means of education available in Manitoba. The chapter contains a review of related literature.

Chapter III describes the theoretical model used, the survey population, the data collection process, the survey instrument, the field test, and the statistical analysis performed.

Chapter IV presents the findings and analysis. It summarizes the results in narrative form as well as tables.

Chapter V contains the summary, conclusions and recommendations for further study.

CHAPTER II

Review of Related Literature

INTRODUCTION

This chapter discusses the literature that was reviewed in the process of preparing this paper. Themes researched were the historical origins of training related to hotel and restaurant management, the philosophical framework of an effective training program, and the elements it would contain. With its many headings the chapter reflects the complexity of developing an effective, entrepreneurial, regional hotel/restaurant (HO/RE) management program suitable for small or medium-sized enterprises (SMEs). Although the expressions "administrator" or "administration" are sometimes used in this project, "manager" and "management" are preferred because these words better reflect the characteristics of SMEs (Deeks, 1976, p. 226).

Whatever the size of the hotel or restaurant, it is necessary to know many details about the functioning of a hospitality enterprise. This is evident from the following statement:

> We know it is impossible for anybody to have a complete and detailed knowledge of what goes on in every department of a complex modern business like an extensive five star hotel. In such hotels, jobs are subdivided and one should have a general idea of what goes on in each department. This is why our students follow courses in food and beverage and rooms division management, finance management, marketing and information management. One must know about each division in the organization in order to judge the meaning and effects of all influential factors as well as be capable of roughly estimating the consequences of his/her decisions. As the manager's technical knowledge deepens, the more reliable and well founded his decisions will be.
>
> ...the principles of andragogy are applicable to a hotel management school requiring logical thinking, analysis, planning, creativity and flexibility. (von Rotz, 1993, p. 611)

What is the value of small business and how can government and educators help small business? Yvon Pfeifer (1982), one of the few authors who expressed his thoughts about small hotel business, wrote the following:

> ...modern times have re-created a need for the small business. Success however depends on the educational and schooling system. It is vital for government, education,

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> and trade organizations to create and promote opportunities for the small entrepreneur to acquire and maintain the necessary skills for success in a world where his presence is needed for economic, human and environmental reasons.

In the top international hotel business, Switzerland and the United States are highly regarded for their proficiency in international hotel management. Both countries have internationally respected hotel schools. The USA's leading school is Cornell University's School of Hotel Administration in Ithaca, NY, founded in 1922 with the first collegiate hospitality management program. Switzerland's leading school is the Ecole Hôtelière in Lausanne near Geneva, founded by the Swiss Hotel Association in 1893. This is likely the only hotel school in the world owned and managed by a national hotel association. These institutions have become highly regarded references within the hotel industry around the world, and set standards for international hotel management programs.

> Switzerland is in many people's view the country with traditional inn-keeping for tourists, but it has not always been that way. Until the nineteenth century Switzerland was a "poor country"—poor in the sense that it did not possess natural resources. It was inhabited by a population of small farmers and artisans in a country with high mountains, forests and wild rivers. (Pfeifer, 1982)

With tourism developing,

> ...many farmers started to offer shelter and food to these tourists, and became aware at the same time of the economic impact for their environment. This was the start of what is known as the Swiss hotel industry; however the terminology is ill chosen, since it has remained at the artisan level and is characterized by
>
> — warm welcome
> — good food
> — comfortable lodging (Pfeifer, 1982)

When the Ecole Hôtelière in Lausanne in Switzerland was founded with 27 students attending the initial course more than 100 years ago:

> Jacques Tschumi, a pioneer in the profession, was convinced of the necessity of combining practical and theoretical hotel training... One century later, thousands of former students are now managing some of the most prestigious hotels in the world... As future administrators, students follow a multi-disciplinary program based on present day needs and future demands of hotel and restaurant management...The philosophy of the school is based on two concepts: To alternate study and practical training and to remain as close as possible to the realities of the hospitality industry. (Ecole Hôtelière de Lausanne, 1996, large trilingual brochure)

Courses covered develop three essential themes:

> *The Individual:* developing the ability to communicate and live with others, and the skills necessary for leadership.
>
> *Technical Know-how:* mastering the different skills needed for the different hotel and restaurant sectors.
>
> *Creativity and Flexibility:* indispensable in the hotel profession to foresee and adapt to changes in a constantly evolving world. Students thus learn, in practical terms, how to act in the international business world and how to prepare for the future. (Ecole Hôtelière de Lausanne, 1996, large trilingual brochure)

As these quotations show, practical training is a significant factor contributing to this school's century of success. Technical know-how is important in HO/RE management, and is an important part of vocational education. "History often provides the reason why things are as they are" (Miller, 1985). It appears that in North America, community and business leaders placed a higher value on business education than on practical skills. (See also comment by Nespoli, quoted on p. 57.) They wanted their sons and daughters to be in charge rather than do the work. However, "frequently, values are based on what has been passed on to us from the past and are not the result of critical thinking" (Miller, 1985, p. 217).

Historical Origins: Vocational Education in Manitoba

What is vocational education? It is that part of education which enables the individual to enter into gainful employment and *progress* in that occupation or position (Evans and Herr, 1978). Vocational technical education is practical work. Manitoba public schools have offered vocational education for over 100 years. Vocational technical education is more recent, because in many cases until after the second world war trades people immigrated to Canada from Europe.

"The elements of book-keeping are presented in a practical and intelligent manner" (Manitoba, Department of Education, Annual Report, 1887, p. 43). This was one of the first statements of the superintendent of education in his annual report to the Minister of Education. Ten years later in 1897 the first business program was taught at the Winnipeg Collegiate Institute. It was called the "Commercial Course" and consisted of academic and business courses. These were the city's first

"boom years" and business men who demanded this program thought that Winnipeg was destined to become a great business center (Glenn, 1985, p. 52). Offering business courses required a regular classroom, book, paper, pens, and pencils, but no special laboratory equipment. In the view of an industrial technical instructor this was no great public school concession! In 1908 W. A. McIntyre, principal of the normal school, proposed to add an industrial course consisting of manual training (Manitoba, Department of Education, Annual Report, 1909). In 1910, the then federal labor minister Mackenzie King noted that Canadians could only hold their own against modern competition by "bringing their workmen up to the highest degree of efficiency", and seeing that "their industries were managed by men second to none in technical knowledge" (Gunn, 1980, p. 97). As a consequence a federal royal commission on industrial training and technical education recommended in 1913 that manual training be included in school programs, kindergarten to age 11 or 12.

By 1936, 133 evening courses were offered in technical education in Manitoba for regular, and unemployed students. In 1942, the foundation for Manitoba's present college system was laid with the creation of the Mid-west Training Center. This was the first post-secondary, publicly supported vocational training facility. It was located in Winnipeg at 1181 Portage Avenue, the present Fletcher Building (Glenn, 1985, p. 55). The first commercial cooking course was offered there in 1949. By 1956 a waiting list existed for that course.

In 1963 a two-year program in Business Administration and Secretarial Science was offered in the new Manitoba Institute of Technology, Notre Dame Avenue West. A baking program started in 1962, and a meat cutting program in approximately 1964. Hotel/Motel/Resort Management and a Food Services Management course started in 1963 in the expanded new Manitoba Institute of Applied Arts which by then had a School of Business and a School of Commercial Studies at the same location. In December 1969 the existing Manitoba Institute of Technology, the Institute of Applied Arts (MIT/MIAA) and others were combined in spacious new facilities and called Red River Community College (RRCC). At the same time the Northern Manitoba Vocational Center in The Pas be-

came Keewatin Community College (KCC) and the Manitoba Vocational Center in Brandon became Assiniboine Community College (ACC) (Glenn, 1985, pp. 56-78). ACC operates in and outside Brandon; it is responsible for all community college agricultural training in the province. KCC is involved in all northern Manitoba post-secondary training.

The first HO/RE co-op program in Manitoba started at RRCC 1970-71. A food service supervisor's program intended primarily for dietary work settings was also offered there from 1968-72 and then again from 1988-90. RRCC still offers cooking, baking and HO/RE programs, but the meat cutting program, which included sausage making, was discontinued in 1993. ACC started a Hospitality/-Tourism (HO/RE) Administration program including a co-op component within its business administration program in 1988. A pre-employment cooking program with the potential of obtaining journey person certification began around the same time in Brandon.

The First Hotel/Restaurant and Cooking Schools in Canada

The first program for chefs in Canada started at the Central School in Toronto in January 1935, with thirteen students. "The future chefs are being given thorough training in the theory of cooking and kitchen management. The theoretical training and a little practical cooking plus experimental chemistry as well, lasts for two years" (Canadian Hotel & Restaurant 1993, September, p. 32). Apparently, experimental chemistry had to be included to make the teaching of cooks more palatable to academically-trained school masters. After graduating the students were to be placed under experienced chefs for an apprenticeship, then sent to work in Berlin, Paris, New York, and London for a year of experience in the then best-known establishments.

The first hospitality school didn't open until 1945, when "the Ontario Training and RE-Establishment (sic) Institute in Toronto began to offer hotel, restaurant and baking courses to some 50 ex-service-men as the war began to wind down. Soon after, The Ontario Agricultural College in Guelph, Ont. added a hotel course to its curriculum. The following year, 200 students (17 of them women) were enrolled at the new hotel management and catering course at an educational institute in St. Paul

l'Eremite, east of Montreal. The course, which covered all aspects of the hotel business, was restricted to service men and women" (Canadian Hotel & Restaurant, 1993, September).

The first Canadian Hotel and Resort Administration program started in Toronto at Ryerson Institute of Technology in September 1950, with the first graduation in May 1953. The course was a three-year program (Darker, 1972). After the creation of the Canadian Community College system in the 1960s many colleges started two-year Hotel and Restaurant Administration programs. Red River Community College in Winnipeg started a two-year program in 1972 (O. Kirzinger, personal communication, Oct. 12, 1996).

Canadian schools took as their guiding principle the curricula of Cornell University's School of Hotel and Restaurant Administration (and to some extent, Michigan State University, in Lansing). "The majority of other programs originated in consultation with Cornell..." (Tress, 1996, July, p. 28). Cornell's School of Hotel Administration was founded in 1922 out of their Home Economics Department. Their curricula focused on "mass households" such as large hotels and restaurants.

Like their US counterparts, Canadian schools recruited most of their instructors from large hotels or chain hotels and restaurants. These had good English skills and business management knowledge but weak vocational technical competencies. This resulted in a curriculum that focused more on theory and the needs of large hotel and restaurant operations. The programs emphasized management, human resource management, and marketing skills. The reason for this trend is described by the former dean of Cornell's School of Hotel and Restaurant Administration, Bob Beck:

> I used to get slightly annoyed when hotel corporations, such as Hilton and Sheraton, would come to the hotel school and interview students for food and beverage and front office positions. Then they would go to the business school and look for potential managers, vice-presidents and, finance people and marketing people. So I thought it would be a good deal—we could give them both a hotel background and a business background. (Woods and Lefever, 1993, p. 8)

With the new small business economy, new parameters may come into consideration in Manitoba and Canada, emphasizing a foundation of vocational (artisan) skills as in Switzerland, comple-

mented by sound business skills. A perceived problem is that existing Canadian HO/REA programs do not sufficiently address the needs of the small independent operator/owner or the entrepreneurial person who wishes to start or manage a small or medium-sized quality hotel/restaurant operation.

Vocational Education/Hotel/Restaurant and Liberal Arts Education

Education and Training: Education fosters the development of the whole person without regard to practical application. Training deals with the transmission of practical skills. Vocational and general education are intimately interwoven. They are partners. Evens and Herr (1978, p. 4) list three basic objectives for vocational education in the order of their acceptance:

1. meeting society's needs for workers
2. increasing the options available to each student, and
3. serving as a motivating force to enhance all types of learning.

Both authors believe that only a publicly funded school can do justice to true vocational education and doubt that a profit-minded institution can properly fulfill these goals: "A program offered by an employer may contribute markedly to meeting the nation's needs for workers (though it set out to meet the needs of the employer), but completely neglect the goal of making general education more meaningful" (p. 7). "Education is really not a series of separate little containers of knowledge, though we tend to act as if they were and thereby establish further barriers to effective learning" (p. 71).

In the more recent *Convention on Technical and Vocational Education* adopted by the General Conference of UNESCO (the United Nations Educational, Scientific and Cultural Organisation) at its twenty-fifth session in Paris, technical and vocational education is defined as:

> (a)... all forms and levels of the educational process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life.
>
> (b) ... provided in educational institutions or through co-operative programmes organised jointly by educational institutions, on the one hand, and industrial, agricultural, commercial or any other undertaking related to the world of work, on the other. (Convention on Technical and Vocational Education, 1989)

This definition, although different than the one used for this study (see pages 34 and 38), points to an internationally accepted definition and understanding of the nature of technical and vocational education. The fact that it is dealt with by UNESCO points to the scientific and cultural significance of this type of education including liberal arts content.

The Philosophical Framework of a Hotel/Restaurant Management Program: The Students, the Teachers, the Curriculum, and the School

In his book *Principles and Philosophy for Vocational Education* Miller (1985) outlines and describes guiding, time-proven principles for vocational education and training and a philosophy for vocational education. A HO/RE management or administration program is by its nature a vocational program. Vocational principles form the framework for an effective post-secondary program alongside other subject-specific considerations.

Part of the framework of a vocational program such as HO/RE Management are the roles of students, teachers, the curriculum and the school. After studying the writings of Miller, this researcher believes that the philosophy expressed can provide useful guidance to hospitality educators. Philosophy is a set of assumptions used in viewing the world. It is useful in solving problems and guiding rational behavior. Miller (p. 192) quotes Morris:

> With a well-thought-out theory or philosophy of education an individual knows what he is doing and why. And it is when our practical conduct becomes more and more rational, i.e., increasingly subject to critical theory, that we say it becomes more and more professional in character. The truly professional teacher is the individual who tempers and redirects native impulse with the rational theory of his craft.

Miller (p. 193) leads us through several statements and questions to create a sound educational philosophy for vocational education. These are:

- What is the nature of the learner?
- What is the role of the teacher?
- How does one determine what is to be taught as truth (curriculum)?
- What is the purpose of schooling?

Answering these questions is useful for creating a framework for an effective vocational program such as the one dealt with in this thesis.

The question of the nature of the learner is answered by Miller (p. 212) as follows:

> "Learning by doing" is a primary theme of vocational education. The idea of involving the learner in some active role of interacting with things and people in school and community —a reconstruction of experience— is clearly conveyed through vocational education's principles. Supervised occupational experience is a preeminent example of involving the person in the transaction called learning and utilizing resources that are beyond the walls of the classroom. Supervised occupational experience means interaction of learners with the world. It is learning by doing...
> The person, according to vocational education's principles, is in the process of becoming. Becoming, in this case, is a journey of a lifetime. (See lifelong learning, below.)

Continuing with Miller (pp. 213-214) the role of the teacher is similar to the learner. The roles are seen as "closely associated," because both become more knowledgeable as they progress in the instructional process. Here are some of the principles expressed: "The vocational educator is expected to be professionally and occupationally competent." Experience is often considered to surpass university training in the area of the vocational education occupation to be taught, and the experienced worker may only need supplemental preparation in areas related to pedagogy. Just as the teachers are expected to provide experience, they are expected to provide experience "learning by doing." The teacher is also viewed as a participant in the learning process in vocational education. For example, the supervised occupational experience not only provides the learner with experience, it can also provide opportunities for the teacher to learn and stay current with developments in the work world. Returning to the world of work as an inservice training activity stresses the necessity of lifelong learning in maintaining and furthering the teacher's qualifications."

Miller (p. 214) also advises that:

> At no time do the principles of vocational education suggest that the teacher is the final authority in vocational education. It is not a matter of the learner and the unlearned. The vocational educator first depends on the knowledge held by the community as a basis for validating what to teach, and then the teacher proceeds with instruction based on the learner's past experience. Teaching in vocational education involves interaction between the teacher and student, both of whom are learners engaged in the process of becoming.

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This is supported by Pavesic (1993, p. 292) who writes that no hospitality educator can afford to believe that he or she has the definitive solution to the curriculum debate within hospitality education. Hospitality educators need to be open-minded and simultaneously cautious and flexible whenever a different view is presented.

The principle of the curriculum as a presentation of truth is also addressed. Miller writes it would be "nonsensical to declare that schools are in the business of dispensing 'untruth'." However truth being taught is a "tentative truth, the best truth we have to rely on today," because "change is among the greatest of certainties, and truth is subject to change." Therefore truth in this context is not spelled with a capital "T", he reasons. If truth is something that is true or held to be true or as something that is the case, then "truth can be arrived at through group judgments. From this viewpoint it is possible to declare that truth can be arrived at through the combined experiences of educators and community" (Miller, p. 207).

> The vocational education principle that emphasizes seeking advice from the community stands out as an illustration of the tentative nature of truth in this context. The first is recognition of the fact that the educator is not the sole person to determine the truth and what is to be taught. The teacher, as a representative of the learned community, is not privileged to have a firmer grasp on truth than those who interact with truth in the community and who also experience the changing nature of truth. The second point is that truth is evolving, making it necessary to change the curricula to keep pace with the community. The community would not experience much change if truth was already fully determined. Truth is tentative, however, and the advice of the community is needed to validate the truths to be taught in the vocational curricula. (p. 216)

Miller also writes that "the consequences of what is validated as truth comprises the overriding issue" and "the process how the inquiry into truth is made is also important." This leads the researcher to conclude that many of the curricula being used in HO/REA programs may be discriminatory because they are addressed towards the minority of hotels and restaurants (which are big) and not the majority (which are small or medium-sized). They do not reflect the needs of (regional) communities, they are not based on the true world of work, and they do not reflect the needs of most stu-

dents who want to become hotel and restaurant managers. They therefore contradict the values or philosophy of true vocational education.

The purpose of schooling: Miller states that this may be the most important philosophical question because it relates to people's values. "Values tend to be what we live by. Frequently, values are based on what has been passed on to us from the past and are not the result of critical thinking. In the final analysis, values in terms of 'why schooling' may be the primary determinant of what happens in schools..." Miller continues to explain "that value questions need to be linked logically to questions of reality and truth." He writes:

> The principle of vocational education supports the claim that the schools of this nation belong to the public. A further extension of that claim declares (as was pointed out earlier in this chapter (sic) that the community is in the schools. The schools, according to vocational educators, are designed to accommodate living today. Schooling, from the vocational education viewpoint, is directed towards the needs of the community, learners included. According to this principle, living is not dualistic, with one life in the school and a later life in the community. Living is now, and learners are members of the community who are able to identify their needs. Those needs must be considered along with those of other community members and agencies. (pp. 217-218)
>
> ...Schools are part of a democratic society that encourages similar values for its members. (p. 218)

Miller continues to explain:

> Supervised occupational experience takes a second step in helping vocational education represent living today. The supervised occupational experience moves the learner into other community affairs and locations. The learner gains new experiences in the dimensions of human relations, the work ethic, punctuality, productivity, economics, structures of management, employee employer relations, and a wide variety of other experiences that are part of the producer/worker life in contemporary society. Supervised occupational experience strengthens linkages and helps integrate community and school. Instructional staff who supervise students gain in personal experience and share their own strengths with the community. These interactions foster the learning-by-living emphasis found in vocational education. (p. 218)

The Hotel/Restaurant (HO/RE) Business and the Concept of Lifelong Learning

"Education must be thought of a journey, not a destination" (Pavesic, 1993, p. 285). Life-long learning is a process by which individuals consciously acquire formal or informal education throughout their lifespans for personal development or career advancement. According to Miller (1985, p.

32) lifelong learning has been an important concept since at least 1914 when the Commission on National Aid to Vocational Education stated that "part-time schools should provide for increasing the general intelligence for young workers and lead to better citizenship. A second purpose should be to increase the workers' industrial intelligence and skill, thus leading to the advancement or preparation in another line of work that would provide more favorable possibilities." Miller also points out that educators should be promoters and should foster a positive attitude to a concept of lifelong learning.

In his book *Innovation and Entrepreneurship*, Peter Drucker (1995, pp. 263-266) describes the individual in an entrepreneurial society. He states that individuals will have to take increasing responsibility for their own learning, relearning and advancement. Today few people can assume that what they have learned as youngsters will be the foundation for their whole life. "The carpenter can still assume, perhaps, that the skills he acquired as an apprentice and journeyman will serve him forty years later" (p. 264). However, most occupations will change within fifteen years and a person must keep changing, relearning and adjusting to the updated realities. Drucker believes that tradition, convention, and "corporate policy" will be more a hindrance than a help. He suggests that this resulting entrepreneurial society will challenge habits and assumptions of schooling and learning as well as the concept of a liberal education.

When educators, educator administrators, and government officials speak about lifelong learning they speak about careers changing or becoming obsolete. In his foreword to lifelong learning and the new economy (Ontario, Premier's Council on Economic Renewals, 1994) Deputy Premier Thomas Brzustowsky writes that "most of us will change career directions several times over the course of our working lives. Accordingly, we must prepare ourselves to leave aside obsolete skills and acquire new competencies throughout our lives."

Many provincial governments have strategies to deal with life-long learning. In its *Framework for Economic Growth* (1993, May, p. 35) the Manitoba Government commits itself to rural economic development and as part of this "to skills training and lifelong learning, to a focus on innovation, to

creating an environment conducive to entrepreneurship, enterprise formation, and growth, increased commitment to value-adding economic activities and job creation."

Perhaps more than in any other occupation, lifelong learning will be a way of life in a hotel/-restaurant career. In itself such a career includes several careers. Cooking, serving, administrating, managing, and entrepreneurship can be considered the principal ones. They can be learned one after the other. In addition there are branching possibilities, such as the travel-related field. Competencies gained earlier can still be useful, such as dealing with customers or knowing about excellent food, beverage, and guest service. One should be able to evaluate all those services when given the chance to organize tours. Also, the skills acquired in this industry are useful in one's private life. There is the potential of lifelong enjoyment of the culture one has acquired in this particular field. As long as people need to eat, there will be no obsolete competencies in this skill area. One competency can be built on the next while advancing one's career. Therefore it is good economic strategy for governments to invest in food service training facilities, because by its nature food preparation is the cornerstone occupation of the hospitality industry. "Lifelong learning is about acquiring a very broad range of knowledge and skills, only some of which may help people directly in their work" (Lifelong Learning and The New Economy, 1994, p. 10). Let the reader conclude that the hotel/restaurant industry is lifelong learning and can be part of the new economy.

In an article on *Hospitality Education: Here Today, Gone Tomorrow?* Lewis (1993, p. 281) quotes a president of a corporate hotel chain saying that:

> It's been a rude awakening of time to realize that what I learned in hotel school has become somewhat academic. That too often we dwell too much on "hotely things," on "cork sniffing," when what we really must do is justify our existence every day in a capital-driven world.

There are a few points to note: The corporate president likely would not have been able to climb his career ladder without having attended hotel school, where he learned HO/RE employment skills. They provided a solid foundation for his career. They consisted of employability skills, al-

though they were not known by that title at the time. He also learned vocational technical skills, and he learned knowledge and business career competencies (and by coincidence he learned "cork-sniffing[1]" as a somewhat reluctant student). Enjoying work in a competitive environment, he proved by his achievement and comments that working in the hotel industry is a lifelong learning process. And while being and becoming an expert in the finer things of life (including cork sniffing), this hotelier became a successful corporate executive.

See also Lifelong Learning for Management Personnel as presented by Messenger (1994, pp. 12-13) and shown in Appendix D, page 201.

HO/RE Departments and Mission Statements

In an article under the heading of *Time for a New Mission* in *Hospitality Education*, Francis Pauze (1993, Summer, p. 62) wrote:

> Hospitality management programs have always had a clear mission: to train and educate students for entry-level management positions in the hospitality industry. With this mission and its resulting implementation, programs developed a reputation of being too technical, vocational, or trade-oriented.

The researcher agrees with the first part of the statement. However, as for the comment about programs possibly being too technical, this would depend on the focus of the program. This is in part the theme of this thesis: How much vocational-technical education is required and for whom?

As explained by Miller (1985, p. 217) and quoted earlier under the heading of *The Purpose of Schooling*, the focus of the school and therefore also of a community college is the community it serves. Thus, schooling ought to be is directed towards the needs of the community.

This focus or vision of a college should be expressed in its mission statement. A company's mission statement indicates why it exists. Drucker (1974) delineated several key questions addressed in a mission statement:

- What is the business of the organization?

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[1] Wine connoisseurs will often sniff the cork of a wine bottle to determine if the wine is in good condition.

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- Who are the customers?
- What does the organization offer the customer groups?
- What will the business of the company be in the future and what should it be?

A HO/RE program should have its own mission statement even if it is part of a business program. According to the Council of Hotel, Restaurant & Institutional Education (CHRIE), if a clear mission statement is not available the program may lack focus and not use the students' time well. A two-year program normally serves (firstly) the regional or local hotel and restaurant industry, otherwise it would not be part of a the regional community college. In its *Handbook of Accreditation* (CHRIE, 1994, August), the Commission on Accreditation for Hospitality Management (CAHM) Programs outlines the importance of a mission and objectives statement for a HO/RE Program with the following statements:

1. To assure that the program is guided by a clear mission appropriate for post secondary education, the community of interests served, and the resources available.
2. To assure that the mission of the program is consistent with the mission of the institution.
3. To assure that the program's statement of mission is translated into specific objectives stated in verifiable terms and consistent with the mission statement.
4. To assure that the mission and objectives are clearly stated and understood, and are publicly available.
5. To assure that the mission and objectives are continuously reviewed and evaluated.

Important questions are connected with issues discussed in this section. If a publicly-owned community college did not meet the needs of its community, whom would it serve? If a business administration program did not meet the needs of its community, whom would it serve? If a hospitality/tourism administration program within a business division did not meet the needs of its community, whom would it serve? These questions point out that schooling must *serve* its target audience if it is to be truly democratic.

Elements of an Effective Entrepreneurial Hotel/Restaurant Management Program

The researcher assumed there were three employment skill areas in which a future hotelier or restaurateur should be competent. These are (1) employability/leadership, (2) vocational technical,

and (3) knowledge and business career competencies.

Employability skills are predominantly affective skills consisting of academic, teamwork and personal management skills. They are important to any employer when filling positions.

Vocational technical skills are job-specific motor skills. Examples are: cooking, serving, housekeeping and computer skills.

Business knowledge and career competency skills are mostly cognitive in nature. They deal with creating or operating a business, and the development of the management personality.

Employability, Leadership Skills and a Successful Hotel/Restaurant Career

During the past decade, employability skills began to play a major role in education in countries such as Canada, the United States, the United Kingdom, and Australia. Skills profiles were created to describe the desirable skills employees should develop before entering the work force and while being employed. The names of these competencies vary from place to place. In the United Kingdom they are called 'core skills' (NCVQ[2], 1992), in Australia 'key competencies' (Key competencies Report, 1993), United States 'necessary skills' (SCANS[3] project, 1991), and in Canada 'employability skills' (The Conference Board of Canada, 1992). (Jones, 1993, November, p. 3)

> Basic skills are a key to today's small business workplace. They are more than the 3 Rs, (reading, writing, arithmetic) workers must have the 'basic skills plus'. Interpersonal skills *and* a healthy work ethic are critical components too. Time and again small business employers and training experts told us that showing up to work on time, self-initiative, staying the extra 15 minutes to complete a job are all needed in addition to the 3 Rs if workers are to succeed. (Harwood, 1989)

Jones (1993, pp. 2-5) explained that originally there existed a narrower notion of basic skills required for working, dealing exclusively with literacy. However, it was found that reading, writing and arithmetic were not the only abilities that adults required, but that attitude and positive work

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[2] NCVQ = National Council on Vocational Qualifications
[3] SCANS = Secretary's Commission on Achieving Necessary Skills

habits also were necessary to gain and retain employment, and secure advancement. Therefore the term 'employability skills' came into use.

In a study to determine the relationships of basic skills to particular occupations, Jones raises several points: One is that most of the employability profiles created for entering the job market, "speak simply of skills needed for employment in high-performance workplaces, leaving the concept 'needed for employment' largely unexamined." That is, he doubts that they are based on sufficient research. He points to researchers who "distinguish between those skills needed for job entry from those required for job progression" and to a skills pyramid framework of the Ontario Premier's Council (1990). In this model distinctions are made between basic, required skills at the bottom, workplace skills in the middle, and firm and job-specific skills at the top. Another point: different levels of competencies are required at the top of an organization than at other levels. Jones points to Drown (1990), "where it is clearly suggested that basic skills (their term is enabling skills) would differ in different occupational clusters."

The Conference Board of Canada's Employability Skills Profile (See Appendix C) is very generic, and the researcher was unable to find a coherent core competencies profile in Canada for becoming an ISME HO/RE owner/operator. Specific HO/RE administrative, management and entrepreneurial skills should be researched and built into the curriculum. These skills should be developed while acquiring the HO/RE vocational technical skills, and later on the HO/RE career competencies through suitable methods. Further discussion on this subject can be found in the section entitled *The Small and Medium-sized Business and the Entrepreneurial (SME) Perspective.*

The Conference Board's skills profile was based on a similar one developed in Michigan (1993). The Conference Board was instrumental in creating a "Corporate Council on Education" with corporate human resource specialists from large Canadian companies. According to the Conference Board's publication, the core purpose of the council was:

> to be a catalyst to engage business and education in partnerships that foster learning excellence to insure that Canada is competitive and successful in the global econ-

> omy. The Corporate Council on Education invites and encourages students, parents, teachers, employers, labor, community leaders and governments to use the profile as a framework for dialog and action.

Employability skills consist of academic, personal management and teamwork skills.

> In the workplace, as in schools, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities". (Conference Board of Canada, 1993)

How are employability skills developed? The Corporate Council states:

> Employability skills are developed in school and through a variety of life experiences outside school. The student, the family and the education system, supported and enhanced by the rest of society, share this responsibility.

These employability skills were developed by human resource representatives from large Canadian companies, who train most of their own work force for high-performance work places. Therefore the profile does not specifically emphasize any vocational technical skills. Yet these academic, teamwork and personal management skills are also important for the hotel/restaurant employees and employers. In examining them, the researcher concluded they are important not only at the start of one's career in HO/RE, but also throughout one's career in this people-intensive business (See Figure 3). These generic skills are not only important for beginning employees but also for supervisors, managers, operators and owners themselves. It could be embarrassing for owner/managers being judged not to have them. For these reasons, the Corporate Council's employability skills were used as the first part of the theoretical model (see Figure 3).

Dagget (1991, p. 18) states that when trying to match curricula with workplace skills, "particular emphasis must be placed on strong and relevant reading, writing, speaking, listening, mathematics, and expanded basic skills taught at the application level or higher." He adds:

> Simple knowledge or understanding, the level we typically teach to and test at in school, is not adequate for the workplace today. Job-specific skills may need to be added to the basics in math, science, and language arts, but we must begin by making sure that those core curriculum areas are relevant to the work world and that they incorporate the expanded basic skills, like problem solving, knowledge of information systems, and working as a team. (Dagget, 1991, p. 18)

But when comparing these general requirements with the real world of work in hotels and restaurants, some doubts pop up as to whether these skills are really enough for one to be successful. Which other skills are also necessary? The following comments provide some answers.

A number of comments were found in hotel/restaurant-related education and human resource-related literature that pointed to the importance of people skills, interpersonal skills, and teamwork skills for people wishing to make a career in the hospitality/tourism field. The factor that is stressed over and over is attitude. It is often the decisive factor in the hiring decision, regardless of what kind of other competencies a potential employee may have.

> Without doubt, *'people' skills* have an important role to play in the future of hospitality management. As hospitality companies de-layer and restructure the trend is towards developing and supporting staff and *creating teams*.
> (Messenger, 1994, p. 8)

> An employee's attitude and previous work experience tend to carry much more weight in a hiring decision than formal and/or informal education and training. A positive attitude is a key—usually "must have"— criterion at the point of hire.
> (KPMG et al., 1995, Fall, p. 46)

> The emphasis placed on attitude by potential employers should be given due consideration by educational institutions in both the selection of new students to hospitality programs and the development of course content for theses programs. (KPMG et al., 1995, Fall, p. 46)

> Core skills—including communication (interpersonal skills), teamwork and analytical abilities—will be necessary for a larger variety of job types. As a result, an expectation exists that the accommodation industry will require employees with more than high school education in a variety of front-line positions, a significant difference from past trends.
>
> In addition to the need to acquire new core skills, employers will be looking to broaden the range of tasks associated within a given position. (KPMG et al., 1995, Fall, p. 53)

In their most recent trilingual brochure and enrollment information (1996), the Ecole Hôtelière in Lausanne, Switzerland, asks what qualities are needed to succeed as a hospitality manager. (This is the school of the Swiss Hotel Association.) Here is their sample selection:

- Like working with people in a business environment, get on well with people
- Be a leader: like organizing and motivating a team
- Be able to work independently
- Enjoy the service aspect of hospitality and have strong social and interpersonal skills

- Be good at understanding people and their needs
- Be creative and innovative, but still have both feet on the ground
- Have a good basic knowledge of accounting and economics
  and finally, an important quality for succeeding in hospitality management:
- Be business-minded and customer oriented!

The skills on the Ecole Hôtelière's (EH) list tend to be on a higher affective level and are more specific and better focused than the employability skills suggested by the Conference Board (CB) of Canada. With the CB list one must be able to work with others on a job to achieve best results. The EH list says one must *like* working with people and get on well with them. With the CB list one leads when appropriate, mobilizing the group for high performance. On the EH list one must be a leader and *like* organizing and motivating a team. With the CB there is no such thing as working *independently*. The EH wants one to *enjoy the service aspect and have strong social and interpersonal skills.* With CB one understands and works within the culture of the group. The EH list requires one to be *good at understanding people and their needs.* With the CB, one has the ability to identify and suggest new ideas to get the job done —creativity (sic). The EH list say that must be *creative and innovative but still is required to have both feet on the ground.* These are all skills and abilities which should be developed in a HO/RE management program.

Citing a number of authors, Knutson and Patton (1992, May, pp. 38-39) point out that top hospitality managers see vision, communication, trust and perseverance as essential qualities for today's business environment. They also say that a strong sense of humor and a high level of energy are required to ferret out innovative approaches to complex problems, and that one would have to like working with people. In the Knutson and Patton study university students voiced concern (p. 40) about being sufficiently prepared or being good enough to succeed. They thought that building a business takes stamina, and sometimes courage. They felt that it was vital for a manager to accept and learn from criticism. They also thought that selling skills were important. As well, managing employees and interacting with guests were seen as critical.

Hotel/Restaurant (HO/RE) Vocational Technical Skills

HO/RE vocational technical competencies are usually learned at the start of one's career. They may consist of cooking, serving, housekeeping and similar physical work. When practicing these skills a young person learns employability skills and becomes occupationally socialized. These skills may be used less as one's career progresses, especially if one pursues a career in bigger operations or HO/RE corporate chains. However, technical skills are important because without them future hoteliers and restaurateurs have an insufficient grounding in this industry and thus may fail. We may call them "platform skills" from which an effective HO/RE career is launched. These skills are often more important for small and medium-sized operations, because these businesses may not have the time or resources to train every new employee. Owners or operators of SMEs may still use these skills a great deal even at the height of their careers. Mastering the refined Food and Beverage skills has been found to insure a successful career, and may lead to the highest management positions in international luxury hotels. According to Braunlich, C. G., Nebel III, E. C., & Abate, M. L. (in Press, p. 2), 45% of hotel general managers followed the Food and Beverage career path, and 25% the Front Office career path. The remaining 30% came from other areas, such as accounting or marketing.

In his book, *Managing Hotels Effectively: Lessons from outstanding general managers*, Nebel III states. "Ten extremely successful GMs (general managers) of some of America's largest and finest hotels agreed to participate in a study designed to research hotel GM effectiveness" (p. xxiii)... "Some were, or soon would become, regional vice-presidents of their companies. All had been GMs for a number of years. Two graduated from USA hotel schools while four were Europeans who had graduated from the finest hotel schools in Europe" (p. xxiv). Two had an accounting background, one a finance background and one a physics background.

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It is interesting to note the relatively high percentage of European-trained general managers in the survey population. Could it be that the different initial focus of their training is the reason for their success rate?

> The Europeans integrate a great deal of technical-, task- and skill-oriented material into the curriculum, especially in the food and beverage area. Typical curricula tend to emphasize skill development and practice in such areas as pastry production, dining room service and actual accounting machine and computer operation. (Moreo and Christianson, 1988, 140)

> The Europeans still place a tremendous amount of emphasis on traditional hospitality practices and knowledge with the expectation that the student have in-depth practical, indeed what we might call technical, expertise in specific areas, especially food and beverage operations. (Moreo and Christianson, 1988 p. 138)

> It is also worth noting that the traditional model of hospitality management practiced in Europe provides an excellent basis for those intending to manage small enterprises in which managers require widespread operational experience. (Messenger, 1994)

European education generally provides more "hands-on" skills than North American education. In North America there exists a bias against technical occupations, work done using one's hands. A Winnipeg Free Press article, "It's time to get technical" (Maunder, 1996, January 5) summarizes what is documented in many books. Vocational education (synonymous with technical vocational education) is considered second-best by most students, parents and teachers. Chris Chenien, a professor at the University of Manitoba's Faculty of Education, is quoted as saying: "one of my main beefs is the lack of experience of most educational leaders in the entire technical area...technology is more than just the computers." Also quoted is Leonard Harapiak, a school director: "We have always viewed academic skills and technical skills as a hierarchy with academic skills on top," he says. "But they are not higher and lower level, they're on a continuum. They are different kinds of skills, not different levels. When both are developed, we get at the softer skills like creative thinking and problem solving."

There are some researchers who point out the skills shortage in North America. One of them is Nespoli (1991). He writes that we need to built more human capital through technical training in community colleges.

> America needs more technical training. Our postsecondary education system has traditionally been strong in producing professionals, scientists, and managers but weaker at preparing technicians who work at the point of production or service.
> ...By investing in technical training, states can build the specific human capital that is so critically needed in today's economy. This means technical training for new entrants to the work force and for the current work force.
> ...Obviously, the answer (researcher: to why conditions are as they are) has something to do with the considerable prestige of the professions, and the incomes associated with them. But the preference is also partly the result of educators who are not doing a good job of promoting technical training programs and showing their connections to fulfilling, well paying jobs and careers. (pp. 21-24)

In a study by Ransom and Berger on *Training for Small Hospitality Organizations* (1984, August, p. 39) owners of hospitality businesses were asked about their training competencies, and skills needed.

> To determine the areas in which the owners and managers felt they were weak and would desire more skills, we asked them how comfortable they were with specific managerial tasks. The respondents were relatively comfortable with most tasks on our list. On a scale of 1 (not comfortable), to 7 (very comfortable), the mean for all tasks was above 5. Training staff in technical skills (mean = 5.1) was scored lowest, while dealing with difficult customers was ranked highest (mean = 5.6).

From this research we can deduct that the owners and managers of these small businesses had insufficient skills in the technical occupations to train their employees. However as quoted in the same report, "regardless of the length of a particular training period, technical skills received by far and away the greatest amount of coverage" (p. 40). Does this not indicate the importance of technical skills for the small hospitality business in North America? In the study by Ransom and Berger (1984) it was mentioned that "According to one management theory, as a person moves up the managerial ladder, human and conceptual skills become increasingly important while the need for technical skills decreases" (p. 41). Yet in analyzing contemporary hospitality management programs from the point of view that most hospitality enterprises are small (See Table 1), Powers, as quoted by Ransom

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et al., found that too much emphasis was being placed on the technical aspects of management. He suggested that "hospitality education pay more attention to the areas of human and conceptual skills in order to produce effective managers for the future." This statement meant that training emphasis should be directed towards management instead of vocational technical education and training.

If, as stated below, technical skills training is done primarily on the job, then this is to the disadvantage of most small businesses, including those in rural areas, because few small businesses have the time and means to train. SMEs require hands-on technical vocational skills. When expanding the small family owned business called Manor House Catering Service, Quinn et al. (1992, p. 14) wrote: "the question immediately arose, 'Is the product going to be as consistently good, as if we are going to provide it ourselves'." To provide an up-to-date product, training is required.

> The required technical skills for most positions may be taught on-the-job according to the majority of employers. While formal education and/or structured training programs tend not to be an advantage at the point of hire, such education and training are viewed—by employee and employer—as highly advantageous for advancement once hired. (KPMG et al., 1995, Fall, p. 46)

This opinion may vary, depending on the size of the organization. Smaller operators may prefer that technical education is acquired through a community college, because of the high knowledge level available at such an institution and also because they may not have the time to do much employee training.

> *While some in-house, on-the-job training is required for all positions, in-house training is not the only education/training requirement for some occupations.* The development of specialized skills (e.g. food preparation, accounting, program management) requires external training in a formal or informal setting, in addition to on-the-job training and/or some other form of practical experience. (KPMG et al., 1995, Fall, p. 50)

As we have seen, vocational technical education is relevant for HO/RE management education and training. A program intended for small and medium-sized hospitality operations must be bi-focal, focusing on establishing a varied technical vocational skill base (and hopefully, some artistic flair!) and *then* adding knowledge and business career competencies.

What is vocational education? Vocational education for many vocational educators, educated both in a trade and education at universities, is defined as "that form of education which makes an individual more employable in one group of education than in another and enables him/her to enter into gainful employment — and *progress* in that occupation or position." (Evans and Herr, 1978). Does this not also point to life-long learning?

There is another point to be made, that in vocational education and a democratic society people are equal. John W. Gardner (1961, p. 134) describes "a pluralistic approach to values." Equal respect should be given to someone in a technical profession as to a managerial one. In his book *Excellence, Can We be Equal and Excellent Too*, Gardner makes the following statement:

> An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will neither have good plumbing nor good philosophy. Neither its pipes nor its theories will hold water. (p. 86)

"Critical thought processes required for the provision of quality and effective hospitality services to individuals, families, and their related communities of interest" (Pauze, 1993, Summer, p. 62), are required by many trades people, not just in activities related to hospitality management. Just call your plumber, if you have a "real" problem. He also may have to think to fix the problem. The same applies to problems a kitchen chef, food server or front desk clerk etc., may encounter. In all of these occupations critical thought is essential.

Not everyone sees computer skills as being important; "...only three out of four students think computer skills are important for their career success" (Knutson and Patton, 1992, May). Hsu (1995) states that: (1) Hotel operators "perceived generic computer competencies as important." (2) an "Introduction to computers with emphasis on those competencies identified as very important—spreadsheet, word processing, and statistical analysis." (3) Hotel management programs should expose students to a variety of industry-sized software to familiarize them with the basic structures." (4) "Students should be equipped with the knowledge of interpreting computer—generated reports

and managing information." (5) Reminding educators and students "that the ultimate purposes of learning and using computers are to enhance their decision-making skills and to accomplish their jobs in the most efficient and effective ways" (pp. 28-29).

Facilities and Equipment Required for HO/RE Programs

As Moreo and Christianson (1988, p. 146) state: "One can clearly see physical facilities needs as a function of curriculum and the fulfillment of those needs as a function of resources." This means if the intent is academic training for hotel and restaurant managers, then ordinary classrooms would do. But if the intent is to teach specific technical skills, the need for lab facilities is greater.

> Because of the skill orientation in the European curriculum, the facilities for the majority of the programs tend to be extensive. In some cases, such as Lausanne and Bluche, the physical plant has been constructed as a school per se. They usually have extensive food and beverage facilities incorporated into the design as well as dormitory facilities as part of the program, all operated by the students. Many of the other programs are housed in or attached to former hotels. In some cases they continue to run as hotels open to the public and in others they run similar to hotels but for use of the students and limited public use. (Moreo and Christianson, 1988, 146)

Specialized facilities are a necessity for teaching cooking, dining room service, bartending, housekeeping, front office, and computer skills. Powers and Riegel (1993, p. 307) point out that such facilities in schools can be very useful, because normally "conventional academic courses do not reward a student 'who is good at getting people to do what he wants, and keeping them from each others' throats'." They elaborate by explaining:

> These are precisely the types of skills student managers can learn in a food-service simulation, and as we noted above, students do not only learn by doing, but by observing their peers as they work through the same problems themselves. The lab offers what very well may be a specially structured learning experience in applied human relations, but often is not recognized as such.

Knowledge and Business Career Competencies

The following section gives an overview of knowledge and career competencies that a future hotelier or restaurateur will likely require. Many comments originate from sources who are involved

with writing and research of competencies primarily for large or corporate settings. Comments were included if they appeared to also benefit operators or managers of SMEs.

While some business knowledge and career competency skills are required at the start of one's HO/RE career, the need for them increases as one advances in one's career. These skills may include major parts of what is also called life-long learning. Training and Education devoted to developing managers is career development related.

According to Moreo and Christianson (1988, p. 140), the greatest influence on North American curricula is the college or university in which a program is located, as well as the particular administrative unit in which it is housed (business, home economics, or free-standing within the university). Almost every institution has certain "core" requirements which must be satisfied before an HRI (hotel, restaurant or institutional management) student graduates. Often, these requirements comprise almost half the curriculum. The HRI courses tend to vary with each program. For example, some emphasize food and beverage operations, others hotel or institutional management, while others may focus on financial analysis. The common thread, however, is an emphasis on management more than on technical skill development. There are skills-oriented courses (e.g., quantity food production), but they often are approached from a management perspective. There are exceptions, but this is the general direction of the American curricula. An example of an exception is the curriculum of the Culinary Institute of America in Hyde Park, NY.

The American emphasis on management skills is understandable. According to Cornell University's Bob Beck, after he was appointed dean of the School of Hotel and Restaurant Administration in 1961, the program became more business and administration-oriented. As mentioned earlier (page 41), the big companies preferred to hire their executives from university business schools rather than from university hotel schools. Therefor the Cornell hotel school had to adjust its strategy. It is conceivable that many other educational institutions did likewise. Consequently, "Now faculty

have to be prepared to give more from finance, marketing and computer aspects (Woods and Lefever, 1993, p. 8)."

It is important to consider the size of operation a program is intended for, when creating a curriculum for a HO/RE administration/management program For example, in a large operation, there may be little need for the manager to use practical skills such as cooking or bartending. Computer and bookkeeping skills will usually be more important. However, the smaller the operation, the greater the likelihood that the owner or manager may need to use hands-on skills such as cooking, serving, bartending, or housekeeping.

This question of what kind of usable skills will be required in which circumstances reminds us of the high-school education question. Historically, North American high schools educated most students with the focus on university entrance, but only 25% succeeded. For the remaining 75% the provision of many academic skills had limited value. The same appears to happen generally in HO/RE management education in community colleges. Again the skills focus is on the top end, with lots of academic skills. The marketing focus is on those who want to become managers of large hotels, where the main requirement is knowledge focused on business management skills. However, few people will become general manager of a fancy hotel.

Vocational technical skills need to be sufficiently built into the curriculum, because up to 80% of licensed hotels and restaurants are small or medium-sized (See Tables 1 and 2), and an important part of their income is based on food and beverage sales. Technical skills have major relevance for these operations, especially if a person with limited means wished to create a HO/RE business. If a person has professional skills to invest, he or she may need less money to invest. In a search, little literature was found addressing the specific needs of smaller enterprises. General statements concerning management education requirements were often made without reference to size.

A useful model can be found in the *European Hospitality Management Skills & Knowledge Profile* (see chart, Appendix D, page 201). The model is based on the Hotel Catering & Institutional

Management Association's (HCIMA) research into the management skill and knowledge requirements of the European hospitality industry (Messenger, 1994). It is described in the following way:

> As hospitality managers progress in their careers to reach senior level, they require more generic as opposed to industry specific skills. The research also revealed that similar management approaches are evolving between the hospitality, tourism and retail industries. In general, younger managers, and particularly those in smaller organizations need more functionally specific skills. (Messenger, 1994, p. 13)

This model may have relevance for North American circumstances, although in many cases Canadian and US managers may occupy higher positions at a younger age than indicated in Appendix D. The research also classifies broad categories of management activities and areas where managers felt they were lacking skills. The categories are presented in Appendix E. The HCIMA researchers point to the curriculum development implications of the two charts (Appendices D and E):

> Firstly from the first chart, educators should take note of the skills and knowledge required by hospitality managers at different stages in their careers. Secondly there is a growing need for continuing professional development programmes for those in middle management positions in the industry. (Messenger, 1994, p. 14)

The following gives a glimpse of what is required of hospitality managers:

> In the smaller hospitality enterprise, where operations are less standardized, individual initiative and performance are very important. Managers in the small business sector need a range of skills and knowledge which encompass the specific to the generic. (Messenger, 1994, p. 7)

> Overall managers are becoming more business oriented. Associated with this trend is the move towards a more generalist and less specialist manager who in the future will have an appreciation, rather than a technical expertise, of areas such as food and beverage operations. In line with this change the skills and knowledge which emerge as being most significance (sic) for hospitality managers in the future are those associated with business management... [researcher: this quote refers to larger operations.]

> Today the market place is more competitive and with it has come a new requirement for *effective financial management* (sic) of the business. One senior executive remarked: "Managers must have the ability to analyze the business." (Messenger, 1994, p. 8)

These findings coincide with Powers and Riegel (1993) who believe that organizational behavior, operations management and marketing will continue to be "surely crucial" for the year 2000 and beyond. They also include "the range of courses concerned with the numerical analysis of the busi-

ness: accounting, cost control, operations analysis, and finance." Both authors describe how important the subject of organizational behavior is for the hospitality industry because this is a people-intensive business, with staff being part of the consumer experience. They call for developing teaching strategies that help students acquire a practical ability to deal with people. "It is not enough to understand about managing people; operators must be able to do it" (p. 305).

Umbreit (1992, p. 72) points to research that deals with leadership. This involves: vision, communication, trust and perseverance and the importance of such subjects as finance/accounting, employee relations, and sales/marketing. He discusses six content areas that could be integrated or enhanced in existing undergraduate programs. These are: (1) leadership, (2) human resource management, (3) services marketing, (4) financial analysis, (5) total quality management, and (6) communication skills. Most of this advice is intended for managerial positions in the hospitality industry, but it also is relevant to small and medium-sized HO/RE enterprises.

Another author/researcher who concentrates his writing on big hospitality and corporate business is Lewis. In one article Lewis expands on Umbreits' "excellent job of delineating the relevant curriculum skills," recommends retraining of faculty and immersing them in business literature—and for some, not getting tenure." He writes:

> The demand from business schools today is for "soft skills." Given the human resources problems of the hospitality industry, are we any different? Those [soft]skills include leadership and teamwork; interpersonal skills, including speaking, writing, and negotiating; ethics and human resources; innovation and creativity; managing and using technology; globalisation (not just in a separate course); quality management; and business as a complex whole instead of as a set of disparate functions. (Lewis, 1993, p. 278)

Other research also points to the importance of human resource skills among hospitality management skills. In a 1996 study by Breiter and Clements, *Hospitality Management Curricula for the 21st Century,* human resource skills were found to be the most important ones:

> Human resource skills are clearly important for success in the hospitality industry. Hospitality professionals of the future need to be able to work effectively with guests and employees. This suggests that undergraduate programs should emphasize the development of human skills. Therefore educators should consider adding or enhancing

> courses in organizational behavior, training, leadership, relationship management, and supervision. (p. 59)

Hubbard and Popowich (1996) likewise point to the importance of human resource management. They write: "Because hospitality is a service industry, the importance of critical thinking and reasoning abilities in human resource management areas is critical to the success of graduates" (p. 39).

> Courses which were ranked lower but still important were conceptual and planning skills.

> Courses should either be devoted to contain strong elements of quality management, systems design, process improvement, teamwork, and sustainable development...Our graduates should be able to design systems and processes that create excellence in hospitality. (Breiter and Clements, 1996, p. 59)

> The increased emphasis on the performance of the business has also led to a demand for greater *marketing expertise and customer orientation* (sic) at all levels of management. Total Quality Management (TQM) is another area which is demanding new skills and knowledge. (Messenger, 1994, p. 8)

> Other areas of legislation where middle and junior managers need to have a good knowledge are food safety, health and safety, including fire regulations. Overall, managers are finding that dealing with legislation is taking up an ever increasing proportion of their time. (Messenger, 1994, p. 8)

Although business conditions in Canada may differ from those in the USA, there may be more similarities between these two countries than, for example, running a business overseas. The scope of business knowledge required in Canada and the USA will be similar. The National Business Education Association researched, developed, and then published *National Standards for Business Education* (1995). The standards may provide guidelines for Canadian circumstances because of their completeness, progressiveness and "philosophy of continuous quality education." The standards were developed by hundreds of business educators in high schools, colleges, and universities, and business professionals from large medium, corporate, and small businesses. There is nothing similar available in Canada at this point. Until there is, the American standards could be used as an orientation for any of the business and career competencies when conducting a DACUM[4] chart process which is discussed in the section on curriculum development and evaluation.

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[4] DACUM = Designing A CurriculUM. Working with a trained facilitator, a group of qualified industry representatives create a chart which describes the skills and sub-skills required to perform certain work. The

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Where managers in other industries move towards the "New" Management Skills, hotel and restaurant managers appear to be well on their way to simply survive. In Zemke's (1994) article *The Tom Peters Seminar* (Vintage Books, 1994) is quoted saying that 'Reinventing civilization (or a business) begins with reinventing thee and me...that means we both need: A passion for failure, a thirst for learning and homework, a bias for action, a taste for ambiguity, an abhorrence of pompous and inflexible obfuscators, a willingness to shoot straight, a belief in curiosity of all folks, a hankering to be weird, an affection for 'hot' words, a penchant for revolution, a love of laughter, an aversion for tepid responses, a determination not to tolerate the Great blight of Dullness, whenever or wherever it appears.'

Gehri (1985) writes "...in the United States priority is given to technological efficiency and the training of high-performance specialists and technocrats, whereas in Europe the main emphasis is on producing generalists trained in the skills of synthesis" (p. 3). This likely means that a European-trained student will function more adeptly in a small business environment.

When teaching towards small businesses a number of different facts must be considered:

> Your small business reacts much more quickly than larger ones do to the behavior of the people in the organization. It is more intimate, news travels faster, and the consequences of poor human relations are more severe than in a large corporation. As a result, "it isn't possible to take the experience and methods of a large corporation and divide it by ten or 50. (Perry, as quoted by Ransom & Berger, 1984)

The Small and Medium-Sized Business and the Entrepreneurial (SME) Perspective

In this section, the curriculum aspects of management for founding new enterprises are described. Kao (1992, p. 15) summarizes the stages of enterprise development:

> Every business must move through four stages of growth: incubation, development, consolidation, and comfort. In the final stage, the owner can choose between seeking continued growth and maintaining a steady state.

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skills are then classified and categorized under principal competencies, which become the courses of a vocational program. The skills and sub-skills become the major teaching objectives.

Successful training for surviving these stages is a role of entrepreneurial and management education. Many SMEs are managed by their owner or a manager. "The small business owner is truly at ease in the hospitality industry since the small firm is the typical unit of production," Quinn, Lamour and McQuillan (1992) state.

The challenges of managing a start-up enterprise are quite different from managing an existing business. Clayton (1990, May) states:

> The types of demands placed on a person endeavoring to start a new firm are very different from the demands placed on a manager in an established firm. Accordingly, the types of knowledge and skills required differ significantly. A review of the topics typically covered in entrepreneurship subjects reveals many areas of learning outside the realm of small business management. (p. 5)

Clayton states that in some quarters the belief exists "that small business management subjects cover all the basic knowledge areas that a prospective entrepreneur would require. This belief is wrong" (p. 5).

Holzer's research (1989, p. 55) reveals:

> When trying to identify needs related to training measures for the SME's owner/-managers the relationship between small size and management has to be analyzed as a first step. Factors characterizing management of SMEs are e.g.:
>
> - there is only a very small management team
> - managers have multi-functional roles
> - there is often lack of specialized personnel
> - informal control systems are dominant
> - there is often shortage of promotable manpower
> - there is considerable scope for domination by the leader
> - the control of the environment is limited and there are limited resources to scan it
> - the product range is limited
> - there are often only limited markets and usually small firms have only a limited market share.

What is an entrepreneur? It is "an individual who undertakes all the risks related to forming and operating a small business. This involves performing all the business functions associated with a product or service and includes social responsibilities and legal requirements" (Balogh et al., 1985, p. 46). Entrepreneurial thought and attitudes, consisting of initiative and creativity, can also be valuable

for corporate business. Kelly and Doyon (1991, p. 50) use a newly created expression "intrapreneur" to describe such an employee working for large organizations. They point out that companies in the hospitality and other fields try to encourage "intrapreneurial" activity by giving managers almost complete control over some company resources and holding them responsible for them. They conclude that there is room for both types in the hospitality business, the resource-driven intrapreneur and the opportunity-driven entrepreneur. There are many types of entrepreneurs in the HO/RE field. They may be former cooks, service professionals, accountants or bartenders.

What are the advantages of entrepreneurial education and why do we teach it? Marilyn Kourilsky (1995) writes about three major themes: (1) The demand for entrepreneurship education, (2) educational access to the "Make a Job" option, and (3) economic job creation. She explains that according to a Gallup poll conducted in 1994 seven out of ten high school students want to start their own business. Independence, as opposed to monetary gains, was the primary motivation for students' answers. As entrepreneurs, they also wanted to give something back to the communities that supported their venture, but they also thought they did not know enough about this subject, and expressed a desire to know more.

Education has focused on the "take-a-job" mentality since at least the second world war. "Learning access is almost non-existent for entrepreneurship—the knowledge, skills and mind set needed to create jobs ('make a job') by conceiving and starting up a businesses" (p. 6). The "take-a-job" playing field is bounded by low-skilled minimum-wage jobs on one end and low-level supervisory and middle management jobs on the other end. Although many are interested in starting a business, little in their education has prepared them to follow through with it. They have little idea how to think like an entrepreneur and do not know what pitfalls to watch for when creating a business.

Economic growth through opening new businesses is a fact now accepted in many countries. Kourilsky (1995) notes that women are now opening businesses at twice the rate of men. During its

48th session the United Nations adopted a resolution encouraging its members to promote and facilitate the growth of entrepreneurship and the support of local entrepreneurs.

But these are not all the reasons. Other points often quoted for encouraging entrepreneurship education are: The need for creativity and innovation, the need for effective "economic adjustment" in a rapidly changing economy, the demand for products of entrepreneurial initiative—new output, better output. Consumer trends in buying, increased community focus, attractions to "smaller," increased "opportunities" for entrepreneurial initiative especially in the tourism industry, and the link between entrepreneurship and self-confidence are important considerations.

What skills do entrepreneurs need to operate a business successfully? According to Ashmore and Pritz (1983) entrepreneurship expertise requires affective, cognitive and manipulative abilities. Researchers describe these skills and their application for educators in the following way: *Affective skills* are the more intuitive activities related to creativity and inventiveness. They are most needed in marketing, promotion, and sales efforts. They provide the link with the market place. Affective skills required in entrepreneurial education can be taught, Clayton (1989, November) states, by focusing on vision, creativity. *Cognitive skills* are the reasoning or logical thought processes. They are related to problem-solving and decision-making. They will be most useful in planning and managing a company. *Manipulative skills* relate to one's manual dexterity in performing a physical activity, such as computing numbers or building houses (p. 3).

The last skill area can also be called psychomotor skill instead of manipulative skill. The three skill areas described are analogous to the *Taxonomy of Educational Objectives* developed under the guidance of Bloom et al. (1956), Krathwohl et al. (1964) and Simpson et al. (1972). They are dealt with in Chapter III, page 99.

Clayton (1989, November) from Confederation College in Thunder Bay, Ontario, suggests that the objectives of entrepreneurial education at a post-secondary level should include: (1) increasing the awareness of entrepreneurship as a career choice, (2) improving students' prospects for business

survival through a variety of conceptual and applied courses, (3) informing students not interested in entrepreneurship of the nature and importance of entrepreneurship, as well as the risks and difficulties encountered by entrepreneurs, and (4) providing a curriculum aimed specifically at developing entrepreneurial behaviors in key employees of firms.

In terms of curriculum content, students are interested in the characteristics, motivation, and behavior of entrepreneurs. They want to know what makes them "tick". Entrepreneurial studies should focus on vision, creative thinking, generating ideas, intuition, awareness, problem-solving and common sense. Other topics are market niche identification and measurement, consumer surveys, analysis of competition, selection of advertising approaches, and dealing with customers and employees. Students are intrigued by the discussions of the pressures, demands and problems faced by entrepreneurs. Detailed discussions of workload, causes of stress, and personal well-being are a revelation to students. However they show less interest in discussions of success and failure factors in business (Clayton, 1990, May, p. 7).

Student Applicant's Suitability and Prerequisite Work Experience

Many HO/RE administration or management programs struggle with the challenge of setting adequate entrance requirements. In many cases, students complete the academic portions of a program, but when they actually start working in the industry they don't like it as much as they expected. When people with training drop out of the industry, this means that valuable resources are not used effectively (college resources, student's time, etc.).

> *Suitability of applicants should be considered.* Many universities and colleges, faced with excess demand for accommodation programs, have instituted forms of screening to select "appropriate" students for accommodation courses. The screening criteria include past work experience, aptitude, career plans and interviews/reference checking with local industry leaders. Rarely is attitude screened or even considered.
>
> "Some people are just not suited to this industry."— General Manager.
>
> Such attempts to screen prospective students have had varying degrees of success. In those with higher success rates, an integral component of the screening process is in the student interviewing and industry spokesperson (e.g., hotel manager, chef). Both

> the spokesperson's and the prospective student's interview notes form part of the material evaluated prior to a decision on admission. (KPMG et al., 1995, Fall, p. 52)

Some programs will not accept students unless they have prior work experience. For instance, the Ecole Hôtelière in Lausanne requires a minimum of three months experience in some aspect of the HO/RE business.

> Since two-year, certificate, and diploma programs are designed for specific work settings, it is important that the prospective student be comfortable with what is likely to be his or her first job prior to entering such a program. (Samuels, 1995, p. 11)

Co-op Work Experience as Part of a Program

Co-operative Education is a learning process whereby industry provides tangible, constructive work experiences which reinforce the regular academic curriculum. This method of education is designed to "close the gap" between education and vocation while ensuring that skills taught meet the needs of the industry. Rheams & Saint (1991) write that "it is generally agreed that these academic programs combine classroom learning with practical, paid, progressive, on-the job experience in the career field. Community college students usually earn both salaries and college credits based on the relevant learning taking place on the job ... Co-op programs are meant to be ongoing and developmental, with new learning and responsibilities building on prior advances. True co-op programs have a *minimum* of two work terms, which may be consecutive on a full or part-time basis, or alternating work terms, which may be consecutive on a full- or part-time basis, or alternating school and work terms"(p. 50).

Not all colleges require students to be academically qualified to participate in co-op programs. "Thousands of students have completed degree programs because they could see the relevance provided by their co-op jobs. Marginal students have found that they learn more effectively when they are able to apply what they learn in the classroom to a job situation. (Rheams & Saint, 1991 p. 51)

If students had no prior work experience in the HO/RE industry, co-op work experience will show them what the industry is like. In other cases their views of advancement may be unrealistic:

> They arrive here thinking that becoming General Manager is a two-year career objective"—Owner of small rural hotel in Western Canada. (KPMG et al., 1995, Fall, p. 52)

In the introduction to his book *Co-operative Education and Experiential Learning*, Cantor (1995, p. 1) writes: "Many of the education and training programs, which are geared specifically to produce technically trained workers for our nation's businesses and industries, are seriously out of touch with the very businesses they serve." In the Canadian hotel/restaurant industry a number of problems are connected with co-op programs. In some cases it is questioned whether hospitality instructors have relevant hands-on experience. In many cases students only receive a narrow exposure to HO/RE work rather than training on a continuum as is evident from this comment:

> On-the-job training is preferred over off-site training by employers and employees. The suitability of some formal hospitality programs and the practical hands-on experience of instructors is questioned by both students and potential employers. However, opportunities for work experience are not sufficiently advanced except in rare cases—so that most students graduating from post-secondary programs have only received an exposure to the industry, rather than the practical hands-on experience, that is necessary for a smooth transition to the workplace. (KPMG et al., 1995, Fall, p. 60)

In some cases questions are raised about the social commitment of HO/RE employers towards the students who wish to pursue a career in this field. Although this commitment is available in many other trades and professions it is not found so frequently in the hospitality/tourism field as evident from the following testimony:

> *More "real world" work experience is required in tandem with education.* Many university and college students interviewed for this study complained about the lack of real world job experience during their education. If provided at all, such work experience was often viewed by students as an opportunity for employers to access low-cost labour. In other cases, the relevance of the work experience is questioned in relation to the educational focus. (KPMG et al., 1995, Fall, p. 51)

But, there are also other problems in terms of scheduling during the year. Not every student can get a co-op placement when required:

> From the employer's point-of-view, the demand by educational institutions for placement opportunities far exceeds the availability of supply. This situation results, in part, from the volume of students currently in formal accommodation industry, educational programs and a lack of synchronization between high-season demands of the industry and the traditional school year. For example, the school year for University

> College of the Cariboo's tourism programs has been adjusted to ensure the greatest potential placement opportunity for students. (KPMG et al., 1995, Fall, p. 51)

Changes are required in the format of co-op experience, so that both students and the industry benefit:

> Employees need to feel that the tasks being performed during the work experience phase are meaningful additions to classroom training. A cost-effective approach to compensation from the employer's point of view needs to be balanced with the student's need for reward and reinforcement (KPMG et al., 1995, Fall, pp. 51-52)

Co-operative education in hotel/restaurant administration has been available in Manitoba since 1972 at RRCC and since 1988 at ACC. In these programs partnerships are being created between HO/Re departments and businesses. However, these partnerships can also be on an association or industry-wide basis and can provide benefits to both:

> Partnership (intended for co-operative training: apprenticeship and technical education) with business and industry continue to grow in importance to community colleges for a variety of reasons: The training is needed, the community colleges have the expertise to provide that training efficiently and well, and the colleges often receive lucrative benefits for these linkages. (Cantor, 1995, p. 148)

One can paraphrase Cantor's reasoning by stating that future HO/RE managers need higher skills to be eligible for better-paying jobs and to compete internationally. This creates a need and an opportunity for HO/RE administration programs to join forces with industry for "job training and proactive community economic development" (Cantor, p. 148). By having students rotate through more than one HO/RE department, a pool of experienced future managers is created. Community colleges are regional training and education providers, and offer "creativity to design a program that best meets the needs of individual demographic regions" (Cantor, p. 151).

Rheams & Saint list key ingredients for a successful co-op program as follows:

> (1) Structure the program in such a way and make it of sufficient duration that employers are motivated to invest in training and use the program as their primary recruitment source. (2) develop co-op positions that are so substantive that highly educated adults are challenged, (3) locate the positions in the curricula with great professional potential and a dearth of entry-level opportunities, and (4) earn faculty support by showing how students are recruited and retained rather than lost because of their co-op participation. (Waddell as quoted by Rheams & Saint, 1991, p. 51)

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Miller (p. 148) writes concerning co-op education and aspects of individualization: "Each arrangement for training should be based on where the learner is, where the learner is going, what needs to occur to make this possible after considering the opportunities that exist in a given workplace. Although the ideal may not be always possible, it ought to guide practice." Lamar (1972) as quoted by Miller "indicates that individualized instruction in vocational education through co-operative work experience is crucial if the program is to be successful." The conclusions of Miller and Lamar are supported by participants in a Council of Hotel and Restaurants and Institutional Education (CHRIE) seminar and others.

The participants at the CHRIE Experiential Education International Committee Meeting (1996, August 8) came to the following conclusions concerning two-year program goals:

- to provide opportunity to explore different facets of the industry,
- to develop a commitment to the industry,
- to make sure it is the right industry and to develop and set goals and objectives mutually agreed upon by industry, student and faculty,
- to apply skills obtained in a practical setting,
- to provide an internship experience vs. a "first job,"
- to concentrate on both skills and management principles.

Some general points were: Exposure of students to large and/or small companies. Only exceptional students should participate in international internships. Students should apply/interview with school guidance. The academic procedures and assignments should include a "letter of understanding" with the site. Schools should set minimum standards, with 40 hours minimum per week for three months minimum, with student projects, mini-reports, exposure to supervisory experience, and rotation required. The internship/co-op education should be paid, preferably hourly, to protect the stu-

dents. Legal ramifications should be taken into consideration. Housing and transportation should be provided as appropriate.

Concerning evaluation questions, the participants felt that at least one evaluation should be done by the employer. There should be a student self-evaluation based on the initial objectives set at the beginning of the work term. The group felt that internships were partnerships with benefits for both sides and that *education needs to take a lead role in defining that relationship.* It was felt that the intern was both a student and an employee. One person at the property should take ownership of responsibility for evaluating the intern. The evaluative criteria should include: punctuality, organization, willingness to learn, relationships with others, people skills, initiative, willingness to take on additional tasks, communication skills, and leadership skills.

The CHRIE group described above felt there should be agreements and contracts between college and the company as well as more individualized agreements between the students and the company. There should be specific performance expectations including clear details of what the student will be doing and learning. An academic requirement that could be meaningful and beneficial to the property should be included, such as a procedure manual, employee manuals, or industry survey. The property should take part in grading such a project. The manager should be available to the visiting faculty member. This approach is similar to theYouth Internship Program of the Canadian Tourism Human Resource Council (personal communication, Philip Mondor, April 6, 1997).

Rheams & Saint (1991) describe the large co-op program at LaGuardia Community College, Long Island, NY, as one that has proven that long-term involvement in co-op programs has paid off:

> At LaGardia, each full-time student, whether enrolled in a transfer or occupational program must complete three, three-month, full-time co-op assignments. LaGardia has been the fastest-growing institution in New York State. (p. 51)

An interesting and useful model for an effective co-operative education program for HO/RE students was developed by Williams and Aldrich (1995). It provides for a clear distinction of what

knowledge, skills and behaviors students must demonstrate, and by when they must demonstrate them. The authors distinguish between universal objectives, daily objectives, and exit objectives. Universal objectives are primarily in the behavioral (attitude) domain. Daily objectives are primarily in the skills and knowledge domains. Exit objectives consist of the ability of students to integrate all three domains — knowledge, skills, and behaviors (attitude) — during their work terms. The experiential education "should then be followed by a series of subsequent, more sophisticated experiential learning programs through which students can develop their abilities on higher levels." "This differs from the industry-driven learning objectives, commonly utilized in co-operative education" (pp. 1-2).

Length of the Program

When examining Canadian community college programs in hospitality/tourism or hotel/restaurant administration, it is found that most are two-year programs. The co-op experience is either between the two years or interspersed over the duration of the program. In general the programs follow the colleges' operating pattern. First-year students begin in September and second-year students finish their program in April/May, approximately 20 months later (The Canadian Tourism Human Resource Council, 1995, January).

> The number of two-year career programs at technical community colleges is likely to experience sizable increases in enrollment as more and more hospitality industry employees return to school to upgrade their knowledge and skills. Those programs will be more attractive to industry employees because of their open admissions policy. (Pavesic, 1993, p. 292)

Generalists Versus Sector Specialists

In *An Introduction to Career Opportunities in Hospitality and Tourism,* Riegel (1995, p. 7) speaks of four main program components, (1) the major, (2) general education and advanced learning skills, (3) electives, and (4) work experience. He points to the "major" as the true core of the hospitality/tourism college program and writes that "it is difficult to present a single description of the major, but, in general, most will resemble, to one degree or another, one of five broad categories or

approaches." These are (1) craft/skill approaches, (2) tourism approaches, (3) food systems/home economics approaches, (4) business administration approaches, and (5) combined approaches. The combined approach means combining two or three approaches previously mentioned.

Assiniboine Community College has a two-year college hotel/restaurant administration program within the business division where this concept is carried one step further. Students there select between four streams. These streams are hotel operations, food and beverage operations, marketing and sales management, and human resource management. Here is what educator-researchers have to say about this. Powers and Riegel (1993, p. 304) state that

> ...hospitality programs have prepared graduates who have gone on to careers in accounting or personnel in hospitality, but they are not their principal market. The field is not in the business to prepare staff specialists. A student whose career goal is to become a CPA [Certified Public Accountant], a human resource manager, or a market researcher, would probably do as well to study in those specialized fields.

The two authors believe that:

> ...HRIM [researcher: hotel, restaurant and institutional management] programs will continue to teach a broad range of subjects, such as organizational behavior, marketing, accounting (to give three of several possible instances)—but to the degree resources permit, these subjects should be shaped principally to the needs of people heading for a career in hospitality operations, not staff specialists. While staff roles have increased in importance in the industry, hospitality organizations are dominated by line managers and the line offers most graduates their best chance for a stimulating career and professional advancement (p. 304)
>
> Although individual courses tailored to local circumstances are appropriate, we suggest that to offer majors or concentrations is to run danger of over-specialization (p. 307).

This view is supported by Pavesic (1993, p. 286). He writes that hospitality programs should take more of a generalist approach. Gehri (1985, p. 14) from Switzerland concurs:

> The hospitality industry is a many-faceted, complex discipline and it is quite impossible to teach in depth everything which would be required to operate in this diversified arena. Rather, it is necessary to be generally informed on most all aspects, and to utilize the diverse talents of others within a cohesive organization in order to produce the desired results.

Research cited by Samuels (1995) concerning the knowledge and skills suggested for hospitality/tourism success indicates that "the danger of specialization when restricted to a narrow field is

that it can lead to a professional dead end." Samuels's research suggests the need for broad-based, industry-specific education, skill and knowledge building that relates to a cluster of careers.

Having versatile training in the hotel/restaurant skills is not only beneficial to SMEs. It is also beneficial to the future manager in big and corporate operations. The "new" manager is not exclusively a computer manager. He or she is a versatile generalist and entrepreneurial type manager: In an article in the magazine Training, the Human Side of Business and titled *The 'New' Middle Manager, Learning to Cover All the Bases,* Zemke (1994, p. 42) quotes a recruiter's comments about more recent management theory: "Some people thought you could run 15 divisions watching your PC on your credenza. It may be they believe it less now." Zemke refers to research that contends, "that a cadre of 'liberated' and 'empowered' middle managers is key to the long term growth and global competitiveness of American corporations. Researchers believe that the last decade has left incumbents—survivors, really—reluctant to take risks or innovate." In the same article, four "compass points" or qualities of the "new" manager will have to possess were identified by Walter Kiechel III, managing editor of *Fortune* magazine, when interviewing top scholars and consultants. These are:

> *Specialist.* The new manager must be an expert in something. Skills in coordinating are no longer enough.
>
> *Generalist.* The new manager must know enough about a variety of different disciplines to be able to mediate among specialists. Implied... is the need for good listening skills.
>
> *Self-Reliant.* Managers have to learn to think of themselves of businesses of one. Maintaining their value to the organization is their problem, not the organization's. They must learn to map or orchestrate their own career movement.
>
> *Connected.* They must give up independence and become team players. The new manager must be good at coordinating between work teams, as well as being a working member of one or more teams. (Zemke, 1994, p. 42)

It appears, these are all skills that hoteliers and restaurateurs need to have already now including being a generalist in terms of business knowledge. - The Human Resource Study of the

Canadian Accommodation Industry (KPMG et al., 1995, p. 52) explains the direction of the future industry. It states:

1. that middle managers are being eliminated, to reduce cost. Result: only the widely knowledgeable, experienced assistant manager will have a future.
2. that there is a strong interest in small operations. [Comment: A generalist who understands all the facets of the business has a good chance to manage effectively.]
3. Hierarchical structures are being delayered. Empowerment is the key word. Decision-making skills will have to be enhanced.
4. Position descriptions are being broadened. "Core skills —including communication (interpersonal skills), teamwork and analytical abilities—will be necessary for a larger variety of job types." [Comment: Multi-skilling in the HO/RE industry is a must, especially for the future hotelier/restaurateur.]

In addition to the need to acquire new core skills, employers will be looking to broaden the range of tasks associated within a given position. (KPMG et al., 1995, Fall, p. 53)

Internationalization, Globalisation, Language and Gender Issues

Holt, Evans and Clawson (1994, pp. 17-19) state that "the need for increased multi-cultural awareness and for students to be prepared to manage diversity is supported by future demographic trends." They also say that "hospitality managers must realize that no longer can a leader permit differences in people to be an obstacle to human interaction." The authors conclude that teaching requires more than six hours of instruction and multi-cultural education should be incorporated throughout the curriculum in multiple courses. Also, a multi-cultural approach should be taken by using a multi-cultural teaching team.

What is the purpose of diversity training? Rossett and Bickham (1994, p. 41) give samples of the purposes that drive diversity programs: *Compliance*:...if we get sued for racial or sexual dis-

crimination, at least we'll be able to point to the diversity classes we offered. *Harmony*: We want our people to get along—to understand and appreciate one another. *Inclusion*: We want under-represented employees to achieve success in this organization. 'We want to help majority employees work successfully with diverse colleagues.' *Justice*: We have to acknowledge it: there has been inequity here and our employees need to understand that. 'We're part of a larger effort to right past wrongs.' *Transformation*: We want to make certain we've all thought long and hard about what new and diverse employees, customers and markets mean to our organization. 'This is all part of a process that will change the way this organization does business. It might even mean changing our core values, processes and standards.'

Williams (1994, p. 32) quotes research indicating that:

> the hospitality industry has identified that most graduates of hospitality and tourism programs lack an understanding of how to manage a diverse work force. Industry is requiring employees to respect diversity and is devoting resources to assist employees in understanding cultural differences."

Culture:

There is a "need for sensitivity training to address the cultural differences among employees. Guest prejudice towards employees should also be a component of sensitivity training" (KPMG et al., 1995, Fall, p. 56).

> ...the number of international travellers to Canada is increasing and becoming increasingly diverse. Sensitivity to cultural differences will become more of an issue in the future. (KPMG et al., 1995, Fall, p. 60)

In his article *Hospitality Management Education: Here Today, Gone Tomorrow?* Lewis (1993) writes:

> Hospitality management programs must turn out managers who are more human, savvy, and world wise—versed in the environment, workplace diversity, and other topics that today's graduates know little about—who can translate new knowledge into operations...What we teach students today must be relevant to them tomorrow. (p. 282)

Language:

> Almost one-fifth of workers in the accommodation industry have neither English or French as their mother tongue compared with 15% of the total Canadian work force. (KPMG et al., 1995, Fall, p. 55)

According to Carol Harvey, secondary language consultant for the Brandon School Division (personal communication, Oct. 24, 1996) students are encouraged to learn a second language. As a general rule Basic French is a compulsory subject in grades four, five and six in Brandon Schools.

Concerning Europe: "A tremendous emphasis is placed on language. Most programs often require knowledge in two languages other than the official language of the school" (Moreo and Christianson, 1988, 140). In the section "Global Village" in an article titled *Language networks that rule out need to travel*, ("The European" weekly, Oct. 10-16, 1996, # 335) the following quote is found:

> As information networks become more global, trans-cultural education and training must respond.
>
> That is the proposition of the Group of Seven's Theme 3 pilot project, which aims to co-ordinate activities in G7 countries—Canada, France Germany, Italy, Japan, Britain and the United States—and the rest of the world. That means global networks would back up interactive language learning. A conference in Turin on 7-8 October focused on a feasibility study, and brought together 400 education policy-makers.
>
> The conference organizers said: In the coming decade professionals will need to master the language and understand the culture of at least one other country. This scheme would bring the learner into close contact with the target language region without having to spend long periods abroad.

Language learning is also supported by Pavesic (1993, p. 293) who writes: "Foreign languages will become requirements for both students and faculty because of the increased globalisation of the economy and the growing cultural diversity of the industry and student body." Gehri (1985) gives other reasons for learning foreign languages: "It is perhaps a truism to repeat that foreign language use broadens the mind, improves understanding and tolerance, facilitates negotiations, and renders essential services in both professional and personal life" (p. 10).

Another important issue is the role of women in the work force. Umbreit and Diaz (1994, pp. 7-9) point out that "the hospitality industry field is rapidly becoming sex neutral, a field dominated by neither males nor females." The proportion of males and females who major in hospitality management is almost equal. However, women were still being discriminated against in the hiring process, although research showed that women did not leave positions for which they were trained at a greater frequency than men. Literature was showing that not only were there glass ceilings, but also glass walls, inhibiting women's career development. "It was the role of education to prepare women for occupational challenges in the work force. It was critical that young women were taught how to recognize discrimination and stereotyping and how to react positively for change."

Linkages with Industry/Mentorship

Linking programs with the HO/RE industry is important for the success and relevancy of programs. When Miller (1985) in his philosophy of vocational education states that the community is in the school and the school is in the community, he is advocating such links. This concept is also supported by those practitioners and administrators who are close to the reality and have contact with industry stakeholders. One of them is Tom Norton, President of the Association of Canadian Community Colleges (ACCC):

> Responding to the needs of local business, industry and community direction is a fairly new concept which naturally follows the tide which is sweeping away centrally-planned economies— it recognizes that planning growth from the community level actually works. The tradition of most educational systems has been to separate them from their local communities, therefore, perhaps our greatest comparative advantage are our community roots. (Norton, 1993, p. 2)

A year and a half later the following statement was made by Norton (1994-95, p. 2):

> ...It is also my observation that the colleges and institutes which seem to be mentioned most often are those which are deeply committed to working with their local industry and community groups. Nothing prevents ossification more thoroughly than a continuous reminder that we serve communities and must respond to them.

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Linkages with the community are also important for economic development, as can be seen from this statement:

> Noted educator and philosopher John Gardner once observed that community colleges are the "greatest American educational invention of the twentieth century" (Gardner, 1968). While Gardner's statement may be true for a number of reasons, the "invention" that we call community colleges is making its greatest contribution by carrying out state economic development policies and initiatives. More specifically, community colleges are the best vehicles available to states for investing in human capital. (Nespoli, 1991, pp. 26-27)

"No doubt, partnerships between education and industry would be helpful in coordinating mutually beneficial employee and management development programs. Many industry-education partnerships already exist in hospitality" (Pavesic, 1993, p. 287).

John Walsh is a professor "on leave" from the University of Guelph in the School of Hotel and Food Administration. He was appointed Chair of the Education Planning Team for a new college "*Royal Roads*" (Victoria, BC). In his presentation to the Canadian Vocational Association in Winnipeg (October 19, 1996) he outlined his work on the issue "what makes an effective partnership between educators and employers" in: *Beyond the Pilot Project: The Evolution of Education and Employer Partnerships in Canada*. He concluded industry/school partnerships have four stages:

Stage 1: Informal partnership based on the needs of an individual instructor for industry affiliation, exchange of information and other assistance. No prior partnership exists. There is no budget allocation and the partnership disappears when the instructor leaves.

Stage 2: Formalized planned partnership between an educational institution and a businesses consisting of a budget, co-op education and other linkages. "Buy-in" academic teachers into this process is thought to be difficult by Walsh; it does require persuasion.

Stage 3: A genuine "strategy alliance" consisting of co-management of resources and common goals.

Stage 4: Full partnership, management of resources, openness, sincereness required, making it possible to re-engineer procedures and have the results in writing. Turning over educational administrative functions to the advisory board. Be prepared to learn from the vocational

side (industry), call industry representatives together, use the DACUM process. Let them meet independently. Pay your advisory board head for his or her work and have them (a) hire the staff (b) set the curriculum (c) select the students, (d) evaluate the curriculum.

Hemmings (1984) describes a detailed eight step process for building collaborative partnerships between educators and private business and describes their benefits. Among the many points she suggests that educators start working seriously with trade associations in occupational areas. Employers have to see the benefit of such undertakings, and they usually do. She also points out that small business needs people with basic hands-on skills. She gives as an example the occupation of a secretary. Schools, or technical colleges must train aspiring secretaries to the level where they can type well enough to be productive in a business setting.

Over the past number of years the mentoring process has been formalized and used for educational purposes. Some educational institutions conduct preparatory courses for becoming or functioning as a mentor. These courses focus on the goals, interests, education, special skills and expectations of the protégé as well as on the mentor's skills of setting goals, acquiring teaching skills, building learner confidence, and serving as a model. (Cantor, pp. 175-181)

A mentor is a trusted, experienced counselor or guide, a person who may instruct or tutor. The School of Hotel and Restaurant Administration, Cornell University, NY, distinguishes in its new HO/RE master program between three types of mentorships: (1) *Faculty advisors*. Each student develops a program of study and receives career assistance from the advisor whose participation is not a mere adjunct to classroom teaching, but an integral part of the educational process. (2) *Industry Mentorships*: students have meaningful interactions with executives while observing first hand the skills and abilities required to succeed in the industry. (3) *Team Project*: real-life development project in which teams of students travel to an actual site, work all semester in related courses, and make a formal analysis and presentation to the developers. These mentorships are advanced, but could be modified to better suit a college environment.

Both students (young or mature) and employers can benefit from a mentorship program:

> An adult protégé develops self-confidence, gains access to networks previously unattainable, and masters job-related skills. And a youthful protégé profits from having as an advocate and role model an adult who acquaints him or her with different cultural norms and values concomitant with community college goals. But the mentoring relationship is not just a one way street; it is mutually advantageous as mentors also benefit from the activity. Adults who mentor gain personal satisfaction... if the protégé is successful, the mentor's own career and reputation are enhanced (Cantor, 1995, p. 168)

Mentorships are also helpful in other respects. According to the Economic Council of Canada (1992), as quoted in the *Liberal Party of Canada* (1993, p. 33), "Canada has one of the worst records of school-to-work transition. Those leaving school find jobs by trial and error, often wasting their own and society's resources in the process. Part of the problem is a serious mismatch between the jobs available in today's economy and the skills." Mentors could help make the job-search process more efficient.

Teaching Methodology

Curriculum delivery is an important factor in entrepreneurial studies. A teacher uses whatever works, which may involve considerable experimentation. If the teacher can make material entertaining, students will likely remember it better. Students respond to anecdotal illustrations, and short true-life scenarios. Teachers must *care* about their material. Passion has a definite place. "It's the thrill of victory and the agony of defeat, the excitement of discovery and the drain of the ninety-hour week." "Class presentation by articulate, successful, or struggling entrepreneurs is an excellent delivery option—both for driving points home and for reinforcing or affirming the subject matter taught." An established mentor group of local entrepreneurs can be called upon to help deliver the curriculum. (Clayton, 1990, May, p. 8)

How can specific skills, knowledge and behaviors, called employability skills, be integrated into the HO/RE curriculum? The Conference Board worked with many stakeholders. In a report *Enhancing Employability Skills: Innovative Partnerships, Projects, and Programs* (Bloom, 1994),

case studies or initiatives are featured that can be replicated or modified for community college purposes. For example, portfolios can be developed by students, to identify, develop, and document their employability skills by organizing and saving samples of their accomplishments. (This is based on the Michigan State Board of Education's *Portfolio Information Guide*, 1991.) In a second example, a summer institute is held to infuse the existing curriculum with employability skill development. A third example uses a co-op education program as a tool. That is, the teaching of an employability skills self-evaluation lessons. Teacher-student and employer-student meetings are required as well as the modification of *Employer Evaluation on Student on Work Placement Form* and a *Student's Self-Evaluation of Employability Skills Form.* Ellis (1993, November) offers a model for an eight-day course that could be modified for a prerequisite course for students who wish to join the HO/RE industry and are contemplating a career in it. The students would take the short course, would be entitled to work at a hotel or restaurant for a predetermined time, and then entitled to take the HO/RE management program. The trial time would help to insure that the student is interested to work in that industry, and make a success of it. Spille (1994) proposes a six-step method of developing employability skills in a classroom setting by identifying, adapting, and applying problem solving techniques to potential workplace situations. Part of it is developing and using a series of occupation-specific modules.

Many of the higher-level skills in hotel/restaurant education can be taught by integrating the *Taxonomy of Educational Objectives* into the instructional process. This is described in Chapter III, page 99. Hubbard and Popovich (1996) describe how this can be achieved in the cognitive domain with regard to leadership skills.

In a study on *Undergraduate and Graduate Programs* Zabel (1992, November, p. 33) points out that approximately three-quarters of programs require courses that emphasize operations planning and "62% of the programs required students to take course work on special topics and problem solutions. An almost equal number required courses that require the case-study approach." This indicates

that for knowledge and business career competencies many programs are already partially on the right track.

> The kind of management training and development methods likely to prove more appropriate in the small firm context are case studies, problem-solving and decision making exercises, business games and simulations, inter-company exchange assignments, project work, problem clinics, Ex-Ex[5] groups, and in-company coaching. Other useful methods are self-appraisals and self-development techniques... (Deeks, 1976, p. 286)

Clayton (1990, May) Writes *entrepreneurial studies* are well suited for 'learning-by-doing' exercises, and assignments which get students out of the classroom or library and into the real world. "Assignments include entrepreneur interviews, case studies, consumer surveys, opportunity identification and assessment exercises, cash flow analysis, simulation exercises, competition analysis, planning assignments, and other field work." Class presentations of assignments to give students experience in public speaking and in making a pitch are also used. Clayton uses instructional methods such as videos and audio tapes, business experts and entrepreneurs as guest speakers, idea-generating exercises, and product development projects. He also uses twenty formalized left- and right-brain[6] techniques (pp. 8-9).

Lewis (1993) notes:

> We need to move away from traditional lecture-type classes towards more active, experiential teaching methods. Schools such as the University of Western Ontario, which have always stressed participative learning through the case method, have students doing mock confrontations. (p. 278)
>
> ... As we must teach our students leadership, so must we be led by those who can bring about that change and prepare faculty for the future, who will look at hospitality education with a different perspective, the customer's, and adopt new teaching styles, write more enlightened textbooks and articles, and perform more rigorous and relevant research. (pp. 280-281)

See also the sections on *Co-op Education Work Experience as Part of a Program*, page 71.

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[5] Ex-Ex = Experience Exchange

[6] Left-side brain functions deal with logical sequential processing. Right-side brain functions deal with creativity.

Curriculum Development and Evaluation

There is a great deal of concern among HO/RE educators and industry recruiters about the relevance of their programs. A survey of 40 hospitality educators revealed that only 15 (37%) of those surveyed believed that their own curriculums were "very relevant." Moreover, only 3 of 19 industry recruiters (16%) in the survey rated hospitality curriculums as "very relevant" (Walker, 1992). These findings suggest that hospitality curricula need a reality check, as per Pavesic (1993). The same author wrote (1991) that "The hospitality programs that currently exist in colleges of business experience internal identity and credibility problems" (Pavesic, 1991, December, p. 1).

These concerns are also shared by students and employers:

> *Concern over the applicability of existing accommodation programs.* A great deal of concern exists over the "real" input into the development and applicability of course content. While most university and college accommodation programs have a roster of external advisors consisting of local industry professionals, the amount spent by these advisors in development and review of course content is limited by other time demands. As a result, both students and employers are concerned about the applicability and suitability of course content on issues ranging from availability of up-to-date technology through to supervisory skills. More active involvement of these external advisors is necessary to gain real-life input into curricula development, the ability to offer practical work experience and ultimately assist in locating employment for the graduate. (KPMG et al., 1995, Fall, p. 52)

What do we teach? "Do we teach what we know best, what we were taught, what we enjoy teaching, what we have experience with, what the textbook happens to include or, what the student needs for successful employment?" (Norton, 1985, p. 101). What are the strategies for deciding what to teach? Moving from the most subjective to the most objective, the following order applies: "Philosophical basis, personal introspection, function approach, critical incident, delphi[7] techniques, DACUM process, occupational research" (p. 102). These lead into the DACUM process.

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[7] Delphi Survey Method: A panel of experts is asked for their opinions about a topic. The results are then presented to the panel and individuals have the opportunity to modify their opinions. The result is allegedly a more accurate survey outcome.

DACUM (Designing a Curriculum) is a low-cost, completely performance-based approach to learning. It was developed in Canada, is widely recognized, is taught by (among others) the Canadian Vocational Association and is extensively used in the USA.

> It is based on the premises that expert workers can describe their jobs better than anyone else can, any job can be effectively and sufficiently described in terms of the tasks that successful workers in that occupation perform, and all tasks have direct implication for the knowledge and attitudes that successful workers must have in order to perform the task correctly. (Norton, 1985)

According to Norton (1985), the DACUM chart is created by a group of industry stakeholders, working under the guidance of a trained facilitator. The stakeholders describe all the skills and sub-skills required to perform certain work. The skills are then classified and categorized under principal competencies. These competencies become the courses of a vocational program and skills and sub-skills become the major teaching objectives. When using the DACUM process to design a curriculum, great care must be taken to select participants who have mastered the skills and knowledge needed in their industry. This mean, for SMEs in the HO/RE industry, that DACUM participants must have practical, hands-on knowledge of these businesses.

One of the principles of vocational education is that it is a continuous process: Miller's research (1985, pp. 163-164) describes evaluation (a) as a process to ascertain program progress, (b) a process consisting of planning, programming, implementing and recycling, (c) a process that is inadequate to provide input for planning and improvement when "appropriate and adequate data are missing, (d) a process where "vocational programs should be able to demonstrate clearly that they are providing valid work-related education, where jobs exist, and that this education is provided on an optimally effective and efficient basis."

> Evaluation processes can stimulate a climate for active debate of values supported and goals thought. Furthermore, evaluation processes, because of the publicness represented in the pragmatist's behavior, provide opportunities for involving other educators and influencing schooling in our society (Miller, p. 231).

(A pragmatic vocational educator, according to Miller, is an educator who has a set of philosophical assumptions to guide the creation of the future.)

Summing up, Miller (p. 164) states:

> Vocational education must maintain pace with contemporary society. Through change and improvement, vocational education will more adequately serve the needs of both individual learners and society. Effective decision making is selecting from appropriate alternatives and decision making must be based on data from continuous evaluation of vocational education.

Concerning follow-up as a principle for vocational education, Miller (pp. 168-169) says that responsibility to the learner demands follow-up in vocational education. The potential impact of a thorough follow-up program, through its demonstration of concern for learners, the dimension it adds to accountability, and lines of communication it maintains in the community, all point to the vital nature of follow-up as an extension of vocational education's activity.

A different approach to curriculum evaluation is offered by Aoki (1984), who takes a more philosophical approach. Aoki based his curriculum evaluation model on the thoughts of Jürgen Habermas. This German scholar, affiliated with the Frankfurt School and philosophers such as Horkheimer, Marcuse and Adorno, developed a theory of serious doubt about the western world dominated by "instrumental reason based on scientism and technology" (Aoki, 1984). Aoki appropriated Habermas's paradigms, and relabeled them for the purpose of effective curriculum evaluation in three different directions. These evaluations are:

1. Ends-Means (Technical) Evaluation Orientation,
2. Situational Interpretive Evaluation Orientation, and
3. Critical Evaluation Orientation.

For purposes of this study, Aoki's approach to critical evaluation is of interest. He examines the underlying root interests, root assumptions, and root approaches, with questions such as these:

1. What are the perspectives underlying the curriculum? (What are the underlying root interests, root assumptions, root approaches?)

2. What is the implied view of the student or the teacher held by the curriculum planner?
3. At the root level, whose interests does the curriculum serve?
4. What are the root metaphors that guide the curriculum developer, the curriculum implementor, or curriculum evaluator?
5. What is the basic bias of the publisher, author, or developer of prescribed or recommended resource materials?
6. What is the curriculum's supporting world view?

When elaborating on his thoughts, Aoki also brings up the quote by van Manen referring to the pedagogical position of Langefeld:

> Educational activities must always be structural pedagogically; that is, it should be grounded reflectively in the emancipatory norms toward which all education is oriented.

Based on this quote, one can ask: if we did not provide students with an effective, entrepreneurial type of hospitality education and training (inclusive of skills required in SMEs), would we not deny them the freedom to create their own business, a freedom they should have?

CHAPTER III

Methodology

Introduction

This chapter describes the conceptual model used, the research methodology employed in obtaining the data, the design of the study, the identified population, the instrument used, the field test, statistical analysis performed and the population.

The purpose of this study was to propose parameters for an effective hotel/restaurant (HO/RE) management program at the community college level in Manitoba, that would take into consideration the needs of independent, small and medium-sized (ISME) HO/RE operations. Such a program would also be useful to larger operations or chains. Its curriculum would be geared towards the entrepreneurial aspirations of our time. Students would be multi-skilled, and internationally competitive with students from the traditional tourism countries of continental Europe. The curriculum would lay the foundation to enable students to operate effectively in an ISME HO/RE environment.

The Theoretical Model

The following three subheadings introduce an effective training program model for HO/RE management students developed by the researcher.

The researcher divided the skills into categories which were primarily practical, hands-on skills and primarily cognitive skills. The first skills are called vocational technical; the latter, knowledge and business career competencies. Additional skills are employability skills, thought to be important throughout one's work life. Employability skills form the backdrop for technical and knowledge and business career competencies. The researcher created a taxonomy of three major HO/RE administration (HO/REA) skills. There is no hierarchical structure attached to the HO/REA

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taxonomy. *All* these skills are essential, although their importance may shift at various stages in one's career. Following the *Principles and Philosophy of Vocational Education* presented by Miller (1985) these skills are not "higher" and "lower", they are on a continuum. When comparing this HO/REA taxonomy with the *Taxonomy of Educational Objectives* developed by Bloom et al. (1956), Krathwohl et al., (1964) and Simpson (1972) (see page 99), it was found that the two taxonomies are very compatible. The three-part model presented differs somewhat from the needs of other industries. It was used in the first component (I) of the interview instrument (see Appendix B), to clarify the training priorities for HO/RE owners/operators.

As indicated at the beginning of Chapter II, the expressions 'manager' and 'management' are preferred because these words better reflect the characteristics of SMEs.

The model can also be called a lifelong training and career model. Life-long learning is a process by which individuals consciously acquire formal or informal education throughout their life spans for personal development or career advancement.

The three-part taxonomy of HO/RE management skills is described below.

a. Employability Skills

Because no generally accepted profile of leadership and employability skills was available which was specific to the needs of operator/owners of small and medium-sized hotel/restaurant enterprises, the employability skills profile of the Conference Board of Canada was used. The profile is similar to one developed by the Michigan Employability Skills Task Force, in conjunction with the Michigan Department of Education.

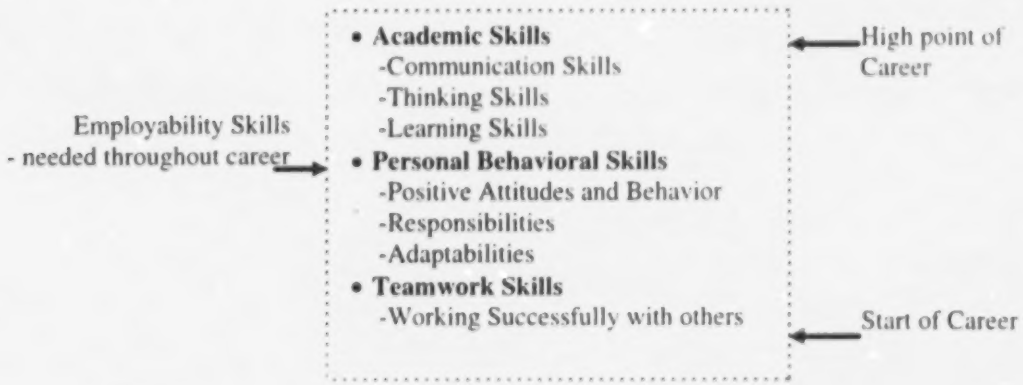
What are employablity skills?

> Employability Skills are the generic skills, attitudes and behaviors that employers look for in new recruits and that they develop through training programs for current employees. (The Conference Board of Canada, 1993)

Figure 3 displays the first part of the theoretical model, the Employability Skills as outlined by the Conference Board of Canada. These abilities distinguish three principal competencies: academic, personal behavioral, and teamwork. The academic skills are divided into communication, thinking, and learning. The personal behavioral skills are divided into positive attitude and behaviors, responsibilities, and adaptabilities. Teamwork skills are simply explained as "working successfully with others."

The broken line around these Employability Skills suggests that these abilities are important all through one's career. They provide the effective background competencies for one's career development and success.

Figure 3: Importance of Employability Skills

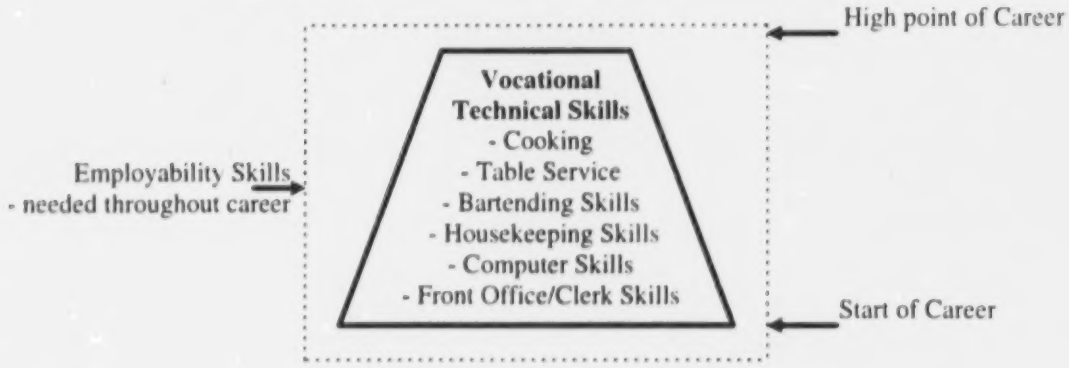


The reader should note that some of the wording and format of the original employability skills profile (see Appendix C) was found to be confusing. It was adjusted after the field test for the purpose of this research.

b. Hotel/Restaurant Vocational Technical Skills

HO/RE Vocational Technical Skills are abilities that involve the learning of practical, hands-on skills such as cooking, serving, bartending, housekeeping, computer and clerking competencies. See Figure 4. This diagram represents the second part of the theoretical model.

Figure 4: Importance of HO/RE Vocational Technical Skills

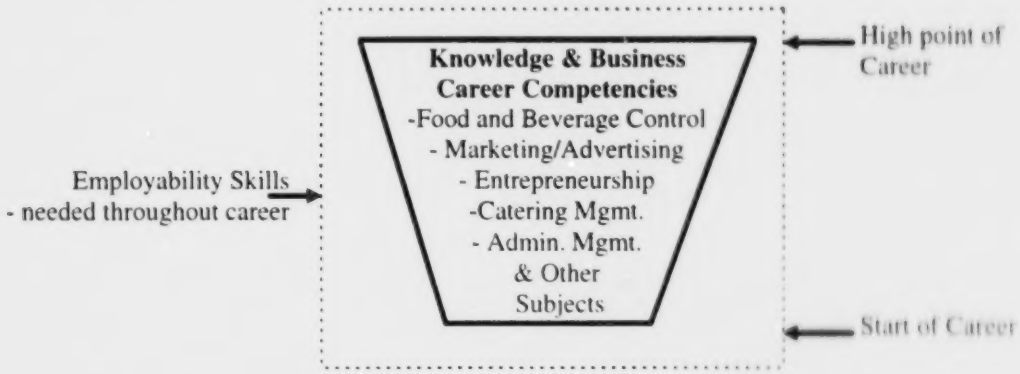


The broken rectangular line represents the Employability Skills Profile which was presented in Figure 3. The strong trapezoidal drawing in Figure 4 is wider at the base than the top. This signifies that these competencies are HO/RE foundation skills and must be learned at the beginning of one's career. Further comments about vocational technical HO/RE skills can be found in the literature review section in Chapter II. These practical skills are very important for the HO/RE industry as well as for the individual wishing to make a career in this industry. They provide a solid "platform of skills" from which to launch a successful career. An individual not acquainted with these skills would be like someone attempting to run a repair garage without knowing anything about engine repair. These skills remain important but usually are used less often as one's career progresses.

c. Hotel/Restaurant Knowledge and Business Career Competencies

These skills represent the third part of the theoretical model. HO/RE Knowledge and Business Career Competencies are abilities that involve the studying of numerous professional skills and management competencies. Only a few of them are illustrated. They can be found in the center of Figure 5. A more complete list is in Appendix B, the interview instrument, page 2, Questions 19-43.

Figure 5: Importance of HO/RE Knowledge and Business Career Competencies



The broken rectangular line represents the Employability Skills Profile previously explained and shown in Figures 3 and 4. The strong trapezoidal drawing presented in Figure 5, containing business and career competencies, is broader at the top than at the bottom. This signifies that these competencies usually gain importance and are applied more often as one's career progresses. They are of inverted importance compared to the HO/RE Vocational Technical skills.

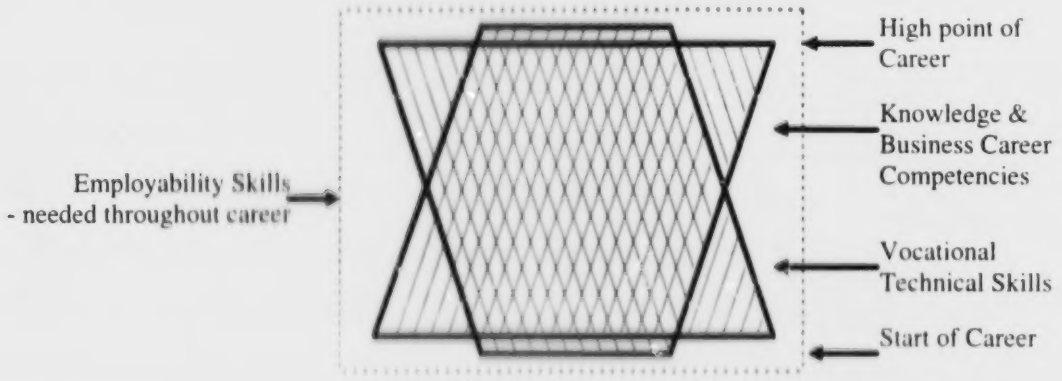
These Knowledge and Business Career Competencies Skills must form an integral part of one's career base.

Hotel/Restaurant Management Training and Education Model

The program model representing the development and application of these skill categories is shown in Figure 6. It was used in this study. The small arrows in Figure 6 show how the skills may

vary depending on career or education circumstances. If the bottom line of the vocational skill trapezoid is very short, it may mean that these skills are underdeveloped compared to the overall career skills development. If the top line of the trapezoid depicting knowledge and business career competencies is very short, it may mean that these competencies are underdeveloped, compared to the overall career skills development. In either case a student or aspiring entrepreneur/manager may fail.

Figure 6: Completed Three-Part Model for HO/RE Management Training and Education


High point of Career
Knowledge & Business Career Competencies
Employability Skills - needed throughout career
Vocational Technical Skills
Start of Career

The model implies an effective balance between Employability, Vocational Technical, and Knowledge and Business Career Competencies in HO/RE program planning. It suggests that successful careers are based on excellent technical skills complemented by strong knowledge and business career competencies. The balance suggested in the described model coincides with the thought of vocational education that there should be a balance between vocational technical, academic, and general education in order for a student to have a successful career.

This is what is needed in most HO/RE businesses. In Manitoba, as around the world, the majority of HO/RE operations are small and medium-sized (Gee and Allen, 1994, August, p. iii). There is evidence supported by Cousins (1992), Powers and Riegel (1993) Braunlich et al., (in Press) that career training based on strong technical "platform skills" leads to increased success in four- and five-star hotels and large international hospitality organizations. (See also Appendix D, page 201.)

One may question if there are any general education or liberal arts courses included in these skills categories. It is the view of the researcher that many of the courses offered in HO/RE administration are rooted in general and liberal arts education. If the curriculum is well designed, it can reflect such knowledge.

THE CLASSIFICATION OF HO/RE EMPLOYMENT SKILLS IN TERMS OF THE LEARNING OUTCOME TAXONOMY

In the following section the three-part model for HO/RE management training and education will be compared to the *Taxonomy of Educational Objectives*, which is described below. The comparison will be made because the three-part model represents an educational program.

The taxonomy consists of three parts: the cognitive, affective and psychomotor domains.

1. The Cognitive Domain (Bloom et al., 1956) includes objectives that emphasize intellectual outcomes, such as knowledge, understanding, thinking and problem-solving skills. They include:

- *Knowledge*, the remembering of previously learned material;
- *Comprehension*, the ability to grasp the meaning of material;
- *Application*, the ability to use learned material;
- *Analysis*, the ability to break down material into its component parts, so that its organizational structure may be understood;
- *Synthesis*, the ability to put parts together to form a new whole (creative behavior);
- *Evaluation*, the ability to judge the value of material for a given purpose.

2. The Affective Domain (Krathwohl et al., 1964) includes objectives that emphasize feeling and emotion, such as interests, attitudes, appreciation, and methods of adjustment. They include:

- *Receiving*, referring to the willingness to attend to particular phenomena or stimuli;
- *Responding*, referring to active participation on part of the student;

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- *Valuing*, being concerned with the worth or value a student or professional attaches to a particular phenomenon or behavior;
- *Organization*, being concerned with bringing together the organization of a system;
- *Characterization*, being pervasive, consistent and predictable.

3. The Psychomotor Domain (Simpson, 1972) includes those objectives that emphasize motor skills, such as handwriting, typing, swimming, and operating machinery. They include:

- *Perception*, using the senses to guide motor activities;
- *Set*, refers to being able (mentally, physically, emotionally) to take a particular type of action;
- *Guided response*, learning motor skills through imitation and error;
- *Mechanism*, performing motor skills consistently with some motor skills which involve increasingly complex movement patterns;
- *Complex overt response*, performing accurately, automatically, efficiently and without hesitation, motor skills which involve increasingly complex movement patterns.
- *Adaptation*, modifying existing motor skills or movement patterns to meet a new or unexpected situation; and
- *Origination*, creating a new skill or movement pattern to meet a new or unexpected situation.

The researcher will now identify and discuss whether the three parts of the HO/RE training and learning career planning model provide similar or different learning experiences for students. The taxonomy was used to clarify and organize the major educational components of the intended learning outcome.

As a result of increased demand for better employment skills, educators may ask how employability, vocational technical, and knowledge and career competency skills can best be described in terms of changes in student performance, and how these competencies fit into the *Taxonomy of Educational Objectives*. For the trained teacher the taxonomy signifies a set of general and specific cate-

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gories of skills that encompass all possible learning outcomes that might be expected from instruction. This is why the researcher included a discussion of the taxonomy and how it relates to skills.

Employability Skills Versus Affective Skills

The outcomes of employability skills are mainly in the affective domain, because they deal with behavior, attitudes, values, feeling, emotions, interest, and appreciation. The *affective domain* means, just as the skills profile intends to, developing one's own (hopefully) mature value system. This involves analyzing the values that we and others hold, and that remain amenable to change on the basis of rational thought.

We may pick randomly from the Employability Skills to illustrate the point. It says:

> Continue to learn for life, honesty, integrity and personal ethics, accountability for actions taken, a positive attitude toward change, respect the thoughts and opinions of others. (The Conference Board of Canada, 1993, see Appendix C, page 198)

Therefore the value of incorporating the teaching of Employability Skills into the HO/RE curriculum program is that they may influence and change one's value system.

Vocational Technical Skills Versus Psychomotor Skills

As noted before, Vocational Technical Skills are practical skills, such as cooking, serving, housekeeping, clerking and computer operating. These are primarily psychomotor skills which deal with perception, being able to take particular action, learning motor skills through imitation and error, mechanism, complex overt responses, adaptation and origination. HO/RE vocational technical psychomotor skills also contain strong elements of affective and cognitive skills.

Affective skills are very much a part of vocational technical training. As indicated above they deal with behavior, attitude, values, feeling emotions, interest, and appreciation. Many hoteliers and restaurateurs can vouch for the importance of affective skills, which are valuable employability skills and can be acquired and refined while learning vocational technical skills.

With regard to acquiring psychomotor and using some cognitive skills a Chinese proverb applies: It states: *I hear and I forget, I see and I remember, I do and I understand.* When performing HO/RE vocational skills, we use cognitive abilities. For example: It would be impossible for a cook to prepare sauces, or cook full-course meals without applying cognitive skills such as remembering previously learned material, comprehending a recipe, applying learned material, analyzing or breaking down processes into their component parts, further to synthesize, which means to create something new, or to evaluate a new dish found in a cook book. The same applies to the learning of dining room, bartending and other HO/RE vocational technical skills.

HO/RE vocational technical skills are useful in many contexts. Yet teaching of these skills is not very popular in the North American cultural context. One trains to become either manager or a tradesperson; both occupations are seldom combined. Typically many North Americans would have said: "I can hire a person with these technical skills," and they would often hire an immigrant with specialized training. But, these skills are no longer abundantly available. Such immigration of tradespeople has almost stopped. When operating a small or medium-sized HO/RE business one must be able to combine both skill areas. Vocational technical skills not only teach psychomotor but also strong affective and equally strong cognitive skills. They should be valued accordingly and not just pushed aside for the sake of convenience.

Knowledge and Business Career Competencies Versus Cognitive Skills

As described earlier, HO/RE knowledge and business career competencies include the teaching of general and specific business career competencies. All levels of the major cognitive objectives may be present: knowledge, comprehension, application, analysis, synthesis, and evaluation. North American school systems traditionally emphasize cognitive skills learning. This means that in HO/ REA programs the teaching of more abstract knowledge and career competencies may take precedence too

often. However, vocational technical skills are the true foundation skills of the hotel/restaurant industry. The value and place of teaching both categories of skills were discussed in Chapter II.

Although this classification indicates that the different HO/RE employment skills categories can be aligned with specific domains, other teaching domains may be used in general and individual objectives when teaching. Educators will aim for higher goals within each domain, which should be preceded by the attainment of simpler objectives. This concludes the description and analysis of the theoretical model and its implication for the teaching of HO/RE Employment skills.

THE DESIGN OF THE STUDY

The Survey Interview Instrument

The intent of the research instrument was to investigate the training and education needed for becoming an independent, small/medium-sized hotel or restaurant owner/operator in Manitoba. The survey instrument and its format were developed and adjusted over a three-month period. Although many North American post-secondary curricula are called hotel/restaurant programs, the questionnaire distinguished between the two occupations. The participants also were asked if they were aware of the provincial tourism training agency MTEC (Manitoba Tourism Education Council). For determining the size of hotels and restaurants the guiding principles of the market study for the Manitoba Tourism Education Council (Price Waterhouse et al., 1993, January) and Statistics Canada were used. This means a division of 1-25 and 26-50 employees accounts for small operations and 51-100 employees indicates a medium-sized operation.

The Interview Instrument method was chosen because the information sought was detailed and extensive. After examining many related studies the researcher felt that personal interviews would lead to more effective, useful responses than a mail or telephone survey.

When investigating the formats of past HO/RE program survey instruments it was found that many simply asked questions about long lists of competencies without dividing the skills into different categories [See for example: Pavesic (1984), Tas (1988), Casado (1993), Okeiyi, Dori, and Postel (1994), and Sakiey (1995). These revealed no different categories of skills.]

Elements of employability skills, vocational technical skills, and knowledge and business career competencies were often interspersed, with little or no distinction among them. In the opinion of the researcher, these formats did not adequately reflect the different categories of vocational competencies required in the HO/RE industry. Therefore the researcher developed an interview instrument that divided the skills under the heading "Employment Skills" into three sections: Employability, Vocational Technical, and Knowledge and Business Career Competencies. In each section the instrument allowed for the ranking of skills, and the three sections could also be ranked against each other.

The Interview Instrument developed for this thesis was subdivided into four components.

1. The first component, called Employability Skills, was developed based on the theoretical model explained at the beginning of this chapter, and in the paragraph above.
2. The second component, called School and Workplace Education and Training, asked about (a) the necessity of prior work experience, the required time a student should spend on the job, and (b) the overall nature, length, and content of a Canadian hotel/restaurant program for ISME owners/operators. Investigating prior work experience dealt with the length and nature of this experience. Questions were asked about the number of weeks a student should spend on the job in the kitchen, dining room and in other practical skill areas. The nature of a program dealt with how many years a program should be, if the curriculum should be focused on regional, provincial, national, or international business needs. The content of a program asked if multi-skilling (a Jack of all trades approach) was preferable to sector-specific training in the business. The possibility of giving credit to a journey person cook towards a HO/REA diploma was investigated. Questions

I.C

about sensitivity towards national and regional issues were included, because these aspects are normally incorporated in hospitality programs of traditional tourism countries. Relative questions dealt with emphasis of a program towards Canadian wines, national and regional food products, menu items, tourism aspects, and needs. Owner/operators were also asked if they thought a Canadian HO/REA program should be competitive with the ones in Europe or the USA, and if basic second language instruction should be included into the curriculum.

3. The third survey component, called Training and Employment Possibilities looked into the potential training and employment possibilities as well as co-operative work arrangements between a college and the work place. Questions such as how much practical work experience owner/operators required in the different hands-on areas (kitchen, dining room, housekeeping and others) were included. The purpose of this question was to have the owners opinion, to what level of skills a student would have to be trained possibly in a school (college) environment to be productive in the work place. The researcher investigated the possibilities of mentorships towards students, and asked whether participants were interested to work with a college to more effectively train students.
4. The last component, Background Information, looked into the background and training of operators/owners of ISME businesses who constituted the survey population. Questions were asked about their years of experience in the business; their age, gender, and ethnic origin; their schooling, the emphasis of occupational training, and where it was received. This component is dealt with under the heading The Population in this chapter.

The Data Collection Process

To obtain reliable data, an instrument survey technique was used to obtain essential facts. The interviewing was done by the researcher.

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Originally it was thought that endorsement by a hotel- or restaurant-related official agency or association was required to encourage participation in this project, but this proved unnecessary. People were quite willing to co operate. Potential participants were phoned or visited in person, the project was explained and an appointment was made for an extensive interview. The purpose of the project was explained using a consent letter (see Appendix A, page 191). The HO/RE owners/-operators were asked to read and sign the interview consent letter. Interviews were completed using the interview instrument (see Appendix B), recording the rating scales. Care was taken to record any comments.

Field Test

The interview instrument was reviewed by experts in the field of hotel/restaurant management curriculum and survey specialists in government, industry and educational facilities. The researcher consulted Jack Samuels (Ph.D.) of New York, Philip Mondor (B.Sc.) of Ottawa, Shirley Chapman (Ph.D.) of Victoria, BC (formerly of Brandon),and Laurie MacKenzie of Brandon. After refining the structure, intent and grammar of the questionnaire, it was piloted with some ISME hotel and restaurant owner/operators in South Western Manitoba. At this point it was found that there was a tendency to rate all employability skills equally high. Therefore questions 10-11 were inserted to provide a clearer hierarchy of needs in this area. The wording of "Personal Management Skills" turned out to be somewhat misleading and was changed to "Personal Behavioral Skills." Following this, the instrument was presented to the ethics committee of the University of Manitoba for approval. After approval the interview instrument was employed with the participants.

The Statistical Analysis Performed

All resulting questionnaires were coded to insure anonymity of responses, and the answers were tabulated. Individual analyses were then performed. Percentages, frequencies and totals were

tallied. Tables were produced. To facilitate comprehension, results have been presented in a narrative, brief descriptive fashion and itemized. Comments from the participants were included.

The Population

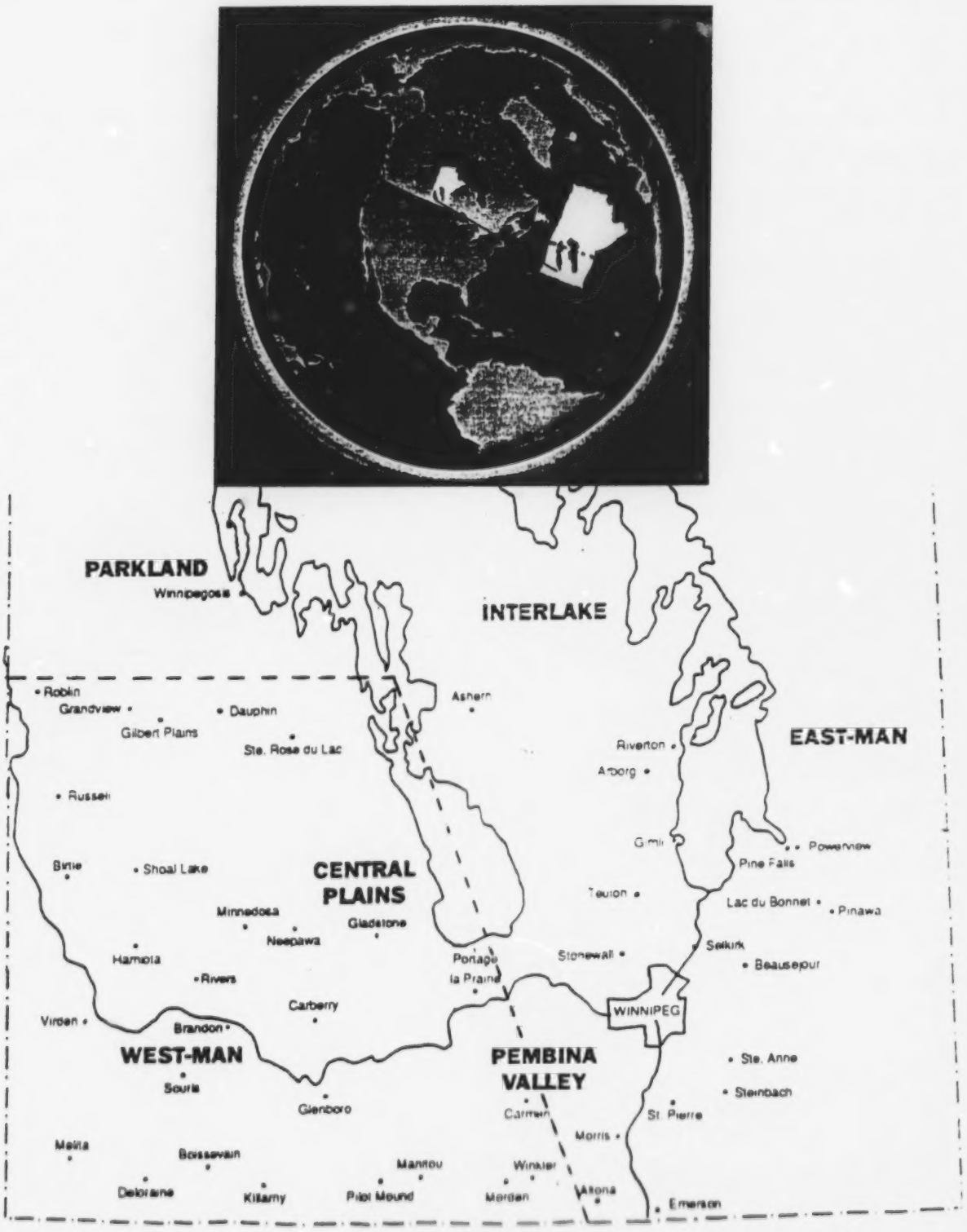
Only hoteliers and restaurateurs who were independent and either small or medium-sized were selected to take part in this study. This was done because they represent the majority of hotel and restaurant businesses in Manitoba, but their training needs as small business owners are not being met adequately by colleges.

The following criteria were used in selecting the owner/operators for interviews:

1. Their establishments must be open year round. Seasonal operations in resort areas were excluded.
2. Their establishment must offer a full food menu with a variety of courses, food items (meat, fish, poultry) and preparation methods. they must require the services of experienced, trained cooks or chefs at the journey person level.
3. Their establishment must offer a full liquor menu including cocktails, wines, beer, and liquor.

Using information from HO/RE suppliers and the Manitoba Liquor Control Commission, the official licensing authority of the provincial government, 38 hotel and restaurant operators were identified in South Western Manitoba. This is the catchment area of the Assiniboine Community College in Brandon. This area includes the cities of Portage la Prairie and Brandon, and stretches north west including Russell and Roblin. Included also is the southwest region, including Melita, south east including Morden and Winkler, and northeast including the City of Dauphin (see Figure 7, page 108). Of the full population of 38, four were unable to participate for various reasons, therefore 34 (n = 34) hoteliers and restaurateurs took part in the interviews.

Figure 7: Survey area: The south west corner of Manitoba



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SUMMARY

The purpose of this study was to examine the skills required to create or manage a small or medium-sized hotel or restaurant. The criteria for examining the owner/operators of such businesses were that:

1. their enterprise was small or medium-sized
2. their enterprise provided a full food service menu
3. their enterprise provided a full bar service menu
4. their enterprise was open year round.

Of 38 enterprises which met these criteria, 34 were able to participate. Four declined to participate.

CHAPTER IV

Analysis of Data

Introduction

This chapter analyses the results of the survey, which consisted of interviews with 34 owners /operators of independent, small and medium-sized hotels and restaurants in south west Manitoba. The interview process investigated how important various skills were to them as owner/operators and entrepreneurs.

The interview results consist of four parts:

I. Hotel/Restaurant Employment Skills: Employability, vocational technical, business and career competencies, and a summary (determination) of comparative importance.

II. School and Workplace Education and Training: Length and nature of employment experience prior to being admitted to a HO/RE administration (HO/REA) program. Duration of training required for effective skills development in different vocational technical areas. Nature of a program in terms of school and on-the-job training, length of the program, focus of the program — provincial or national, generalist or sector-specific. Credit for prior cooking expertise. Emphasis on regional and national food products and menu items, and other hospitality/tourism-related knowledge. Second language skills required.

III. Training and Employment Possibilities: Respondents' expectations for experience prior to employment in different vocational technical areas, interest in linkages with colleges/instructors, exposure to mentoring among participants, willingness of participants to act as mentors, possible student projects.

IV. Background Information: Length of respondents' entrepreneurial experience. Average length of work week. Age range, gender, ethnic origin. Level of public schooling received, occupa-

tion-specific training, country of origin of training by participants. The interview instrument can be found in Appendix B, page 193.

In the following analysis, values were rounded to the nearest percentage, so summaries do not always add up to 100%. In the tables, the letter f indicates frequency. The letter n below some tables points out the number of responses if there were fewer than 34. When significant differences (>2) between the answers of the hoteliers (h) and the restaurateurs (r) were found these were noted. Any other significant observations from the survey data were noted.

I. Hotel/Restaurant Employment Skills

This part is subdivided into a) employability skills, b) hotel/restaurant vocational technical skills, c) hotel/restaurant knowledge and business career competencies, and d) summary of importance of major employment skills.

a. Employability Skills:

Tables 3 through 8 summarize the responses about employability skills. These skills are subdivided into academic skills, personal behavioral, and teamwork skills.

Academic Skills

Academic skills consisted of communication, thinking, and learning skills. Communication skills were explained as being abilities such as understanding, listening, reading, writing and negotiating skills. Thinking skills meant evaluation and problem solving such as mathematics and technological questions. Learning skills were defined as the willingness to continue to learn for life.

Those interviewed were asked to rate the importance of communication, thinking, and learning skills for their occupation. The results presented in Table 3 show that 71% of hospitality business people valued these learning skills as very important, while 59% rated communication skills as very important. Thinking skills were regarded as somewhat less important. One hotelier considered com-

munication more of a behavioral skill and thought that "80% of people have no communication skills or public speaking skills." Another (a former accountant) commented that, "if you only knew numbers and cannot deal with people, you end up an accountant."

Table 3:

Academic Skills by Value of Importance

	Very Unimportant		Unimportant		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%	f	%
Communication	0	0	0	0	1	3	13	38	20	59
Thinking	0	0	0	0	7	21	13	38	14	41
Learning	0	0	0	0	1	3	9	27	24	71

Personal Behavioral Skills

Table 4 reveals the results of the three factors included in the personal behavioral section of the survey: positive attitudes and behavior, responsibilities, and adaptability. Positive attitudes and behavior were explained as self-esteem, confidence, initiative and persistency. Responsibility was explained as abilities to set goals and priorities, plan and manage time, money and resources; accountability, dependability, and integrity. Adaptability was presented as a positive attitude towards flexibility, recognition and respect for diversity as well as creativity. Most participants (82%) rated positive attitude and behaviors as very important, followed by responsibility (77%) and adaptability (62%). One hotelier rated behavioral skills the highest "because in small business if your behavioral skills are OK, you can teamwork." A second hotelier remarked that "attitude, common sense is required, even essential. They (employees) do not think in favor of the business but operate at a proletarian level." A third one felt that in the area of personal behavioral skills they (students) would benefit the least from training; "They learn as they get older." A restaurateur commented that per-

sonal behavioral skills were most important because "then you can work with them, otherwise it is not possible to do the other things."

Table 4:

Personal Behavioral Skills by Value of Importance

Skills	Very Unimportant		Unimportant		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%	f	%
Attitude	0	0	0	0	0	0	6	18	28	82
Responsibility	0	0	0	0	0	0	8	24	26	77
Adaptability	0	0	0	0	0	0	13	38	21	62

Teamwork Skills

Table 5 shows the importance that hoteliers and restaurateurs attributed to teamwork, the willingness to work successfully with others to achieve best results regardless of, for example, cultural background, age, or gender. Because the hotel and restaurant business is very labor-intensive, 77% rated this skill as very important. "It's important, if you have one person not getting along with others within a team, it's chaos," remarked one hotelier. Another one commented "You have it or not." A third hotelier said, "some never get there."

Table 5:

Teamwork Skills by Value of Importance

Skills	Very Unimportant		Unimportant		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%	f	%
Working with others	0	0	0	0	0	0	8	24	26	77

Summary of Importance of Employability Skills

The reason for including this step was explained under *The Field Test* in Chapter III. It was done to better distinguish the importance of academic, personal behavioral and teamwork skills.

Tables 3 to 5 show that no owner/operator judged any of the academic, personal behavioral, and teamwork skills as very unimportant or unimportant. None of the hoteliers and restaurateurs was neutral towards required personal behavioral skills or teamwork skills. In all sub-categories we find that all respondents valued them as either important or very important. The only skills not rated so highly are found under the academic skills.

The summary in Table 6 reveals how the respondents ranked the employability skills that were developed by the Conference Board of Canada: academic, personal behavioral, and teamwork skills. Most respondents considered personal behavioral skills to be most important, followed by teamwork and then academic skills. When considering the results listed in Tables 3-6, we must conclude that hoteliers and restaurateurs judge academic skills to be important, but less so than teamwork and personal behavioral skills. Personal behavioral skills were regarded as most important by 62% of the respondents. One restaurateur supported a lower ranking for academic skills by commenting: "You do not have to have a degree to run a restaurant." Some respondents thought that teamwork was or should be included with personal behavioral skills.

Table 6:

Summary of Importance of Employability Skills

Skills	Least Important		Important		Most Important	
	f	%	f	%	f	%
Academic	19	56	13	38	2	6
Personal Behavior	1	3	12	35	21	62
Teamwork	4	12	15	44	15	44

When comparing the responses of hoteliers and restaurateurs, it was found that 53% of the hoteliers rated the academic skills as important (see Table 7), whereas only 24% of the restaurateurs did so (see Table 8). Of the restaurateurs, 71% regarded academic skills as unimportant when asked to rank them compared to personal behavior and teamwork skills. This matches the results concerning thinking skills (See Table 3). On the other hand, restaurateurs attach more importance to teamwork skills; 100% (65% + 35%) rated them as important (See Table 8). These were the only significant differences found in this section between hoteliers and restaurateurs. Additionally, 94% of the hoteliers (16), and 65% of the restaurateurs (11) thought that thinking skills were either important or very important. (These results are not shown in separate tables.)

Table 7:

Employability Skills as Rated by Hoteliers

Hoteliers	Least Important		Important		Most Important	
	f	%	f	%	f	%
Academic Skills	6	35	9	53	2	12
Personal Behavior	1	6	6	35	10	59
Teamwork	4	24	4	24	9	53

n = 17

Table 8:

Employability Skills as Rated by Restaurateurs

Restaurateurs	Least Important		Important		Most Important	
	f	%	f	%	f	%
Academic Skills	12	71	4	24	1	6
Personal Behavior	0	0	6	35	11	65
Teamwork	0	0	11	65	6	35

n = 17

b. Hotel/Restaurant Vocational Technical skills

Table 9 summarizes the results of the question: Based on present needs and foreseeable demands, the mastering of which of the following technical skills is important to your business? Participants had to rate the importance of professional cooking, table service, computer, housekeeping, bartending and front office/clerk skills. The question asked which skills were important to them not only now, but also in the future.

The answers showed that 68% thought it was very important to master the skill of cooking. Restaurateurs' comments clearly showed how important resource management was in this sector: "Very important to the owner." "No wastage. I had a negative experience with a cook from a community college. Not enough emphasis on usage of leftovers, the lazy cook." "Cooking is very important (5) or better extremely important (6), mark it a '6'." A hotelier said it was "absolutely crucial to have cooking skills when operating a small or medium-sized hotel." An older astute business man and hotelier remarked: "You need a very trained cook, especially the main cook. Most people that go into the hotel/restaurant business should have cook's papers."

Sixty-five percent of the hospitality professionals thought table service was very important. Some remarks were: "Dining Room Service firstly important, cooking follows. The public sees the service staff, good image to begin with. Very important. Not knowing can harm, turns off people. Smile, make people welcome." Nobody thought that these two skills, cooking and table service were very unimportant, unimportant or of neutral importance.

The data also shows that this does not apply to the remaining skills such as computer, housekeeping, bartending, or front office/clerk skills. They are judged as less important.

Front office/clerk skills deal with operating a cash register or adding machine, or compiling a journal. These are skills required by a front office clerk in a hotel or a hostess/host-cashier in a res-

taurant. They were rated as very important by approximately 35% of the owner/operators. In smaller hotels the front office clerk may often handle cashiering duties for the dining room, or other duties. One comment showed how the time can effectively be used in this department, by handling part of the hotel book keeping: "It will cut half off the accountant's costs, definitely, very important." Other statements were: "[the front office] is the first and last thing people will remember," and "one Manitoba college goes overboard teaching this. (They teach too much of this.)

Less than one third (29%) of the interviewees thought that housekeeping was very important. However there were a few strong comments: "I rate it very important. It's funny, people see a dirty carpet, but not a clean one. First impressions are so important. Housekeeping is very important for me also because of the open kitchen concept. Many people come into the back. It has to be spotless clean. Many people decide whether they frequent a restaurant or not on their peek into the kitchen, or what they have heard about the kitchen." A closing comment from a restaurateur. "The front also has to be spotless. The first few square feet at the entrance to the restaurant are the most valuable real estate of the restaurant."

Almost one quarter of the hospitality professionals rated bartending as very important. One hotelier stressed the business importance of this skill. He said that it earned the most money in a hotel and added, "mix up fancy drinks and [give] fast service [and it] will be profitable."

Computer skills were rated as very important by 12% of respondents. Almost half the respondents were neutral towards computers. Many businesses were too small to have computers, and 21% rated them as unimportant. One participant, a former teacher, observed that they were important as a teaching/learning tool in colleges.

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Table 9:

Hotel/Restaurant Vocational Technical Skills by Value of Importance with Five Categories

Skills	Very Unimportant		Unimportant		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%	f	%
Prof. Cooking	0	0	0	0	0	0	11	32	23	68
Prof. Table Service	0	0	0	0	0	0	12	35	22	65
Computer	3	9	7	21	16	47	4	12	4	12
Housekeeping	2	6	0	0	6	18	16	47	10	29
Bartending	0	0	1	3	8	24	17	50	8	24
Front Office	0	0	1	3	4	12	17	50	12	35

When the *very unimportant* and *unimportant* columns were combined, as well as *important* and *very important*, the results presented in Table 10 were found. Every respondent rated cooking and table service skills as important. 85% of the participants rated front office and 75% rated housekeeping and bartending as important. 30% rated computer skills as unimportant and close to 50% considered them to be of neutral importance. These results reveal that most of the work required by hoteliers and restaurateurs is not computer related. In most ISME hotels and restaurants, the most important and time-consuming work is still preparing and serving food in a professional manner.

Table 10:

Hotel/Restaurant Vocational Technical Skills by Value of Importance with Three Categories

Skills	Unimportant		Neutral		Important	
	f	%	f	%	f	%
Prof. Table Service	0	0	0	0	34	100
Prof. Cooking	0	0	0	0	34	100
Computer	10	30	16	47	8	24
Housekeeping	2	6	6	18	26	76
Bartending	1	3	8	24	25	74
Front Office	1	3	4	12	29	85

Significant differences in how hoteliers and restaurateurs rated technical skills are summarized in Tables 11-12. When combining the categories of important and very important, it was found that 94% of the hoteliers and 77% of the restaurateurs rated front office/clerk skills to be important. 82% of the hoteliers and 65% of the restaurateurs rated bartending as important. Only 42% of the hoteliers and 6% of restaurateurs (one of them) rated computer skills as important.

Table 11:

Vocational Technical Skills by Value of Importance as Judged by Hoteliers

Hoteliers	Very Unimportant		Unimportant		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%	f	%
Prof. Cooking	0	0	0	0	0	0	6	35	11	65
Table Service	0	0	0	0	0	0	4	24	13	76
Computer	1	6	1	6	8	47	3	18	4	24
Housekeeping	0	0	0	0	4	24	8	47	5	29
Bartending	0	0	0	0	3	18	8	47	6	35
Front Office	0	0	1	6	0	0	8	47	8	47

n = 17

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Table 12:

Vocational Technical Skills by Value of Importance as Judged by Restaurateurs

Restaurateurs	Very Unimportant		Unimportant		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%	f	%
Prof. Cooking	0	0	0	0	0	0	5	29	12	71
Prof. Table Service	0	0	0	0	0	0	8	47	9	53
Computer	2	12	6	35	8	47	1	6	0	0
Housekeeping	2	12	0	0	2	12	8	47	5	29
Bartending	0	0	1	6	5	29	9	53	2	12
Front Office	0	0	0	0	4	24	9	53	4	24

n = 17

c. Hotel/Restaurant Knowledge and Business Career Competencies

A summary of responses to questions 19-43 is presented in Table 13. A combining of the Unimportant and Important categories and retaining of the Neutral rating is presented in Table 14. After Table 14, the respondents' comments concerning the merits of including various subjects into a HO/RE administration curriculum program for ISME are recorded.

The answers (Table 13) reveal how participants rated various teaching modules, short or long courses, taught in two-year HO/RE administration programs. The list of 25 subjects generally does not repeat theory courses that are the basis of hands-on courses already listed under "Hotel/Restaurant Vocational Technical Skills." In some instances courses may be very short or very long, or consist of a basic and an advanced course. In other examples the subject may be a major part of another course. An example is the FoodSafe program which deals with sanitation in food service establishments. This is a program taught across Canada. In many college programs it may be included in a food preparation course.

Food & Beverage Control was rated as very important by 82% of the respondents. Marketing, advertising and sales were rated as very important by 71%; the FoodSafe/sanitation program by 68%,

food and beverage service management by 68%, administrative management by 65%, super host/-customer service program by 62%, human/organizational behavior by 62%, train the trainer by 59%, catering by 56%, menu design by 53%, managing the human resource function by 50%, and entrepreneurship by 50%. All other subjects were rated as very important by fewer respondents. Ethics and maintenance & plant management were rated as very important by 44% of the respondents.

In the "Important" category, Hotel/restaurant accounting was rated as important by 53%, nutrition by 53%, general accounting by 50%, and maintenance and plant management by 50%. The next subjects down the scale are design & layout and ethics, both rated as important by 44%. Fifty-nine percent (59%) of the participants opted for "Neutral" when asked how to rate Presentation Skills Ambulance/First Aid and 44% rated Taxation in this category.

The participants were also asked if they had any other relevant subjects to propose. Some suggestions were: "Etiquette in a dining room or bar service. Common courtesy/civilized behavior, common sense, and common sense repairs including some overall electronics equipment and its functioning,—remember, we are in the country side. This could also be included in plant management." Other suggested topics were: "Financing a business, forms of assistance, (knowing where to find help and assistance). Teach time management right after the beginning, stress management, Adjustment to change. New trends, and how to be (or remain) one step ahead of change."

Table 13:

Hotel/Restaurant Knowledge & Business Career Competencies

by Value of Importance with Five Categories

Modules/Courses	Very Unimportant		Unimportant		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%	f	%
FoodSafe Program	0	0	0	0	1	3	10	29	23	68
Ambulance First Aid	1	3	2	6	15	44	16	47	0	0
Super Host/Cust. Service	1	3	1	3	3	9	8	24	21	62
Train the Trainer	0	0	1	3	0	0	13	38	20	59
Taxation	2	6	2	6	15	44	5	15	10	29
General Accounting	1	3	0	0	8	24	17	50	8	24
HO/RE Accounting	0	0	0	0	2	6	18	53	14	41
Menu Design	0	0	0	0	5	15	11	32	18	53
Adm. Management	0	0	0	0	3	9	9	27	22	65
Catering	0	0	0	0	4	12	11	32	19	56
F & B Control	0	0	0	0	1	3	5	15	28	82
Oral Communications	1	3	2	6	10	29	11	32	10	29
Business Communication	0	0	1	3	12	35	12	35	9	27
Presentation Skills	2	6	3	9	20	59	6	18	3	9
Introduction to Tourism	1	3	1	3	6	18	13	38	13	38
F & Alc/Bev ServiceMgt	0	0	1	3	2	6	8	24	23	68
Ethics	0	0	0	0	4	12	15	44	15	44
Human/Organiz. Behavior	0	0	0	0	6	18	7	21	21	62
Nutrition	0	0	0	0	11	32	18	53	5	15
Maintenance & Plant Mgt	0	0	1	3	1	3	17	50	15	44
Design and Layout	0	0	3	9	8	24	15	44	8	24
Human Resource Mgt.	0	0	0	0	5	15	12	35	17	50
Mktg/Advertising & Sales	0	0	0	0	2	6	8	24	24	71
Law, Hospitality/Bus.	0	0	2	6	9	27	12	35	11	32
Entrepreneurship	0	0	1	3	2	6	14	41	17	50

The following courses were rated as either important or very important by at least 90% of the respondents as revealed in Table 14: food & beverage control (97%), train the trainer (97%), the FoodSafe program (97%), maintenance and plant management (94%), hotel/restaurant accounting

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(94%), marketing, advertising and sales (94%), entrepreneurship (92%), administrative management (92%), food and alcoholic beverage service management (92%).

The following courses were rated as either important or very important by 70%-89%: catering (88%), ethics (88%), menu design (85%), managing the human resource function (85%), Super Host program/customer service (85%), human or organizational behavior (82%), introduction to tourism (76%), general accounting (74%).

The following courses were rated as Important or Very Important by 60%-69%: Law, as it relates to food, beverage, labor, hospitality and business (68%), nutrition (68%), design and layout of projects and facilities (68%), oral communications (62%), business communication (62%). The following are below 50%: ambulance course/ St. John's First Aid (47%), taxation (44%), and presentation skills (26%).

Hoteliers tended to value catering, oral communication, layout and design, marketing and sales, business and hospitality law more strongly than restaurateurs did ($f<2$, up to 4). Support for nutrition was more pronounced among restaurateurs.

Table 14:

Hotel/Restaurant Knowledge & Business Career Competencies

by Value of Importance with Three Categories

Modules/Courses Offered	Unimportant		Neutral		Important	
	f	%	f	%	f	%
FoodSafe Program	0	0	1	3	33	97
Train the Trainer	1	3	0	0	33	97
Food/Beverage Control	0	0	1	3	33	97
Marketing/Advertising and Sales	0	0	2	6	32	94
Hotel/Restaurant Accounting	0	0	2	6	32	94
Maintenance/Plant Management	1	3	1	3	32	94
Administrative Management	0	0	3	9	31	92
Food/Alc. Bev. Service Mgmt.	1	3	2	6	31	92
Entrepreneurship	1	3	2	6	31	92
Catering	0	0	4	12	30	88
Ethics	0	0	4	12	30	88
Super Host/Customer Service	2	6	3	9	29	85
Menu Design	0	0	5	15	29	85
Human Resource Management	0	0	5	15	29	85
Human or Organizational Behavior	0	0	6	18	28	82
Introduction to Tourism	2	6	6	18	26	76
General Accounting	1	3	8	24	25	74
Nutrition	0	0	11	32	23	68
Design/Layout Projects & Facilities	3	9	8	24	23	68
Law, Hospitality/Business	2	6	9	27	23	68
Business Communication	1	3	12	35	21	62
Oral Communications	3	9	10	29	21	62
Ambulance First Aid	3	9	15	44	16	47
Taxation	4	12	15	44	16	47
Presentation Skills	5	15	20	59	9	27

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The hospitality professionals had a variety of comments about the listed hotel and restaurant knowledge and career competencies:

One hotelier suggested The FoodSafe Program (Question 19) was a very important subject: "Just think about the right temperatures for foods." A comment about the Super Host Program/Customer Service (Question 21) was that the concept of the program was good, but the program needed to be updated. A Train the Trainer course (Question 22) was judged as: Extremely important. "This should be 6 or 7 (on your scale). "You have to be able to train. Often you have to train somebody with no experience. We have very little staff turnover here (because we know to train.)." There was also doubt if everybody was trainable: "I rate it important. Some are untrainable. They do not fit in many instances."

A subject that found strong advocates during the pilot process was Taxation (Question 23). It was therefore included in the instrument. During the interview process divergent opinions on the validity of this item were raised, "It has long-term importance." "There are so many things involved in a lot of cases. You have to keep after them (the accountants). They seem to know everything, but they do not." "It's very important. You should give that one a 6 instead of a 5." "There is only so much one can do. Today's taxation regulations do not allow improving your business up to snuff." "My accountant does this (looking after tax savings). It is very unimportant." "Professional expertise can be hired." "Unimportant: A specialized knowledge, I do not see how this applies, unless an accountant in a bigger hotel." "Very unimportant. We are in the business to make money." All the comments lead to the conclusion that not every hospitality professional trusts or leaves related questions entirely to his or her accountant, therefore teaching this subject to small hospitality businesses may prove beneficial.

There were no remarks about General Accounting but about the importance of Hotel/Restaurant Accounting (Question 25) someone commented: "I rate it important just as General Accounting. It is more diversified. You end up telling the accountant." Administrative Management (Question 27)

"This should be taught very thoroughly;" "Very important. It takes thinking all the time." "Of neutral importance." "Hard to teach. If they do not have it in them (to become managers), they do not become that."

Food and Beverage Control (Question 29) "I rate it of neutral importance. It is difficult to cost for me." It's very important. The toughest job, many variables, considering the not feasible." "Very important, you got to know what you make." "One Manitoba college goes overboard here." On Oral Communications (Question 30), hoteliers responded: "Of neutral importance, if speeches only." "I rate it neutral, it is nice to have." "Of neutral importance, we meet people, our guests, rather than make speeches." "Very important, because I am not good at it." "I rate it very important. Everybody likes to be good at it." A restaurateur thought Business Communication (Question 31) was very important, because he had missed learning to write a tender, for example, and other basics. A restaurateur said that Introduction to Tourism (Question 33) was very important because "many cannot grasp the importance of tourism for regional business and development. We try here to get the first events off the ground." A hotelier echoed: "I rate it very important. It is one of the most important apart from farming for all of Canada." There were reminders of fishing, moose hunting, winter activities, skidoos, hockey, and curling, but also comments that importance would depend on one's location.

With Food and Alcoholic Beverage Service Management (Question 34), profits, the dependency of business on this aspect, and being cost efficient were important considerations but also 'over service' (liquor laws). Ethics (Question 35) was a concern to some who testified it was very important in the business. One restaurateur thought, "young people are missing them. They do not have them." Human or Organizational Behavior (Question 36): "Very important. Sometimes very hard to do. Friends at the start, enemies a year later." Nutrition (Question 38) had more importance to restaurateurs. Observations were: "It is very important. Too much cholesterol, fat etc. leads to allergies." "It is important. The public demands it: salad sales are increasing." "Of neutral importance. *Basic* nutrition everybody knows." Maintenance and Plant Management (Question 38) brought the follow-

ing comments from hoteliers and restaurateurs: "I rate it very important because it improves appearance and results in a high resale value." "It is very important. It can save a lot of money." "Very important, I wished I knew more." Several had comments on Design and Layout of Projects and Facilities (Question 39): "Very important. I had bad personal experiences, resulting in a few renovations." "It's very important for first impressions, when they come into a restaurant or town." "Always listen to ideas. Very important proper design. It saves money. For example, one person can look after the front desk *and* the dining room." "Very important, done by the co-owner."

Managing the Human Resource Function (Question 40), "I rate it very important, because it is a big cost item." "It's important. In the countryside you hire the one applying, no choice, you are always stuck with the one who comes. It's terribly important. It shows, you do not get the best output." Marketing, Advertising and Sales (Question 41): Many restaurateurs offered their comments under this subject: "I rate it important. Marketing usually comes out of the kitchen, what the chef produces." "I rate it of neutral importance, because it's from my experience over a few years." "Its very important. I wished, I had more training what to do." "We only play around with it." "It is of neutral importance, except public relations." "To me, making money in the restaurant business is not based on sales but on controlling costs. Word of mouth important to business. It is based on confidence of your clientele in you. You can advertise until you are blue in your face. When a guest walks into your place, the question is, have you invested time in planning (to control your flow) training your staff. Public relations is important, in the sense of the restaurant as a participative asset of the community."

Food, Beverage, Labor, Hospitality, and Business Law (Question 42) "Food, Beverage, Labor Law, these three are important." "Very important: one wrong decision costs lots of money." "Very important. There are many rules to follow, under age drinking. It's the same as I said concerning taxation. Experience level is important. There are so many things involved in a lot of cases. You have to keep after them. They (lawyers) seem to know everything, but they do not." One hotelier observed that Entrepreneurship was very important, if one bought an old business, for example. VLTs were

"an example, trends change, pulling in new clientele." A restaurateur pointed out that "you need to be different, unique, do something nobody else does."

The hospitality professionals were also asked if they had any other teaching items or subjects to propose. Here are their suggestions: "Teach attitude." "Effectively dealing with people very important." "Common courtesy, civilized behavior." "Etiquette in a dining room or bar service is important to be taught." "Teach adjustment to change. New trends, liquor law, changes, be one step ahead of change." "Time management, after 13-14 days only." "Stress management." "Financing a business, forms of assistance, knowing where to find help and assistance." "Teach common sense." "Common sense repairs including some overall electronics equipment and its functioning, remember, we are in the country side. This could also be included in plant management.

d. Summary of Importance of Major Hotel/Restaurant Employment Skills

Table 15 presents responses to Questions 45-47 found on page 2 of the interview instrument. It reveals where a college level pre-employment program should place most of its emphasis. As outlined previously, the major employment skills for the purpose of this Interview Instrument were: 1) Employability Skills as suggested by the Conference Board of Canada (see Appendix C), 2) Vocational Technical Skills and 3) Knowledge and Business Career Competencies. The HO/RE owner had to choose between these three major employment skills areas. They had to decide where the emphasis of training should be in a community college training program. Of the 34 participants, a significant number of the hoteliers and restaurateurs, 59% choose Vocational Technical Skills as the training focus for a hotel/restaurant program. This includes skills such as cooking, table service, housekeeping, bartending and front office/clerk skills. Employability Skills were rated as important by 41%. These results coincide with a study in Washington State (Knold, 1986) where employers expressed their opinions that high schools should focus on Employablity, and (technical) colleges should focus on Vocational Technical Skills.

Table 15:

Summary of Importance of Major Hotel/Restaurant Employment Skills

Skills	Least Important		Important		Most Important	
	f	%	f	%	f	%
Employability Skills	5	15	15	44	14	41
Vocational/Technical Skills	1	3	13	38	20	59
Knowledge and Business Career Competencies	18	53	12	35	4	12

The overall importance of attitude and related behaviors for hoteliers and restaurateurs is emphasized in many quotes. Here are some comments on employability skills (academic, personal behavioral, and teamwork skills): "Important, not met in high school." "I rate it the most important. They have to be team players because you can not do it on your own. You have to rely on others." "Most important. You do not wish to defeat yourself. Teamwork and behavior are very important. The rest follows."

Some participants doubted whether employability skills are teachable: "We are not sure if (some of) this is teachable, either it is there or not!" A link between the acquisition of behavioral and vocational skills is found in the following quotes: Employability skills "are important, students may have them or develop them while learning vocational technical skills. Attitude willingness are important." "Employability skills go almost hand in hand with vocational technical skills. You can have the best cook but if he can not get along with others, you are lost. You can always learn from others, no matter who."

The hospitality entrepreneurs offered the following thoughts on Hotel/Restaurant Vocational Technical Skills (cooking, serving, clerking, housekeeping, bartending): "Academic skills you may forget but vocational technical skills are easiest to use, and they stay with you all your life." "Vocational technical skills are a good base to build your career on." "It is very important. If I would start out, I would learn to cook, because this business is food. I would know about food how to pre-

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pare, serve and use it." "I rate Vocational Technical skills and business career competencies (as) important you can grow into these." "(I rate is as) Important. This can be learned as you go along. "I rate it least important because that's what's taught on the job." One restaurateur commented: "All three of them (employability, vocational technical, and business and career competencies skills) are the most important. You have to have all three."

II. School and Workplace Education and Training

A number of students join a college HO/RE administration (HOREA) program and then drop out, because they find the working conditions difficult. This wastes considerable resources. The student has invested study time. The college recovered less than 10% of its costs through student tuition, and a place that could have been occupied by someone who wanted to progress in the industry was lost. Therefore Questions 48 to 50 were placed into the interview instrument. Question 48 asks: To understand the realities of life in the HO/RE industry, should a person have employment experience prior to being admitted to a college HO/REA Program? The results in Table 16 reveal that 71% (21% + 50%) of respondents felt that prior work experience was essential to a college HO/REA program while 21% felt it was not necessary. The rest were neutral.

Table 16:

Employment Experience Required for Admittance into HO/REA Program

Employment Experience	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
	1	3	6	18	3	9	7	21	17	50

The respondents had a variety of comments: "I agree. A person wanting to go into this business can not decide on the flip of a moment." "I disagree, then not everybody has a chance." "I disagree, if you like people, you have a good chance to have made the right choice. Going by my own experi-

ence: I jumped into it with both feet." "I strongly agree, so they definitely know what they are getting into: long hours." "I disagree. Go part way through college and then work."

Question 49 dealt with how long this employment experience should be. The results are indicated in Table 17. Nine participants felt no experience was required and therefore did not answer this question. Of 25 participants who agreed that prior work experience was required, close to 70% felt that they should have more than 15 weeks experience and around half felt they should have over 20 weeks work exposure.

Table 17:

Length of Prior Employment Experience Required

Length	Less 6 Weeks		6-10 Weeks		11-15 Weeks		16-20 Weeks		More than 20 Weeks	
	f	%	f	%	f	%	f	%	f	%
	1	4	5	20	2	8	5	20	12	48

n = 25

Respondents had varied comments: "6-10 weeks should do it." "6-10 weeks should suffice. They should not necessarily waste half a year" "You do not want them to learn the wrong way, therefore 6-10 weeks is good." "One year mandatory." "At least a year. You have to see all seasons, even if only part time." "Over one year; may be cumulative. Should be sort of an apprenticeship program."

Question 50 inquired whether this experience should be hands-on/practical work, clerical/office work, supervisory or other unspecified work. See Table 18. Of those who agreed in question 48 that previous work experience was important, 71% felt that hands-on/practical work was essential and one participant (other) thought that a varied background was required: "A little of all: hands-on work, clerical/office work, but not too much supervisory."

Table 18:

Type of Employment Experience Required for Admittance to a Hotel/Restaurant Administration Program

Type of Work	Hands-on Practical Work		Clerical/ Office		Supervisory		Other	
	f	%	f	%	f	%	f	%
	24	71	0	0	0	0	1	3

n = 25

The interview instrument also probed respondents' thoughts about the relationship of on-the-job experience to effective job training while in the actual HO/REA program (Table 19). Respondents were asked to identify the length of time required to effectively develop various vocational technical skills. Nearly 70% suggested that more than 10 weeks were required to develop effective cooking skills. More restaurateurs than hoteliers opted for more than 10 weeks of cook training.

Dining Room Skills: Almost thirty percent of the hospitality professionals thought that 5-7 weeks were required, and almost one third of the participants thought that more than 10 weeks were required to acquaint students effectively with this area as part of their on-the-job experience. More restaurateurs than hoteliers thought that dining room skills were important.

Housekeeping and bartending skills were identified as needing 2 to 4 weeks experience. Front office/clerk skills required at least 4 weeks experience. This information is summarized in Table 19. There were no specific comments offered for Housekeeping, Front Office/Clerk Skills, Cooking, and Bartending. A restaurateur offered the opinion about Dining Room Service that more than eight weeks were required. He added "You have to get used to it, (you have to become) confident."

Overall comments for Questions 51-55 were: " When training 50% of the time should be on-the-job experience." "I indicated each different and then under ideal training/working conditions."

"The places of employment have to consider themselves an extension of the learning process. That is why chain-type operations do better than ma and pa operations." "These are all very important aspects of this particular business, and take a long time to learn."

Table 19:

Time Required for Effective Acquaintance of Hotel/Restaurant Vocational Technical Skills

Skills	Less than 2 Weeks		2-4 Weeks		5-7 Weeks		8-10 Weeks		More than 10 Weeks	
	f	%	f	%	f	%	f	%	f	%
Housekeeping	8	24	18	53	3	9	2	6	3	9
Fr. Office/Clerking	1	3	12	35	7	21	6	18	8	24
Cooking	0	0	1	3	4	12	6	18	23	68
Dining Room Service	0	0	9	27	10	29	4	12	11	32
Bartending	2	6	13	38	11	32	5	15	3	9

Table 20 presents the results of an inquiry into the nature of a HO/REA program. Question 56 asked whether it should be theory-based (no work experience), include theory with some school-based lab sessions, include theory with some school-based lab sessions and on-the-job training, or any other options. Over 90% of the respondents replied that their choice was a combination of theory with some school-based lab sessions and on-the-job training. One participant said: "In effect, such a program with theory and with some lab-based and on-the-job training is an apprenticeship or co-op program." Therefore, with the one person under "other" who specifically asked for an apprenticeship program, one may conclude that the participants opted strongly for such a program approach. Reference to a modular program taught in Calgary was given, as well as to a program by the Travelodge hotel chain, originating in England.

Table 20:

Independent/Small/Medium-sized Hotel/Restaurant Administration Program Design

Types of Training	f	%
Theory with School Labs and on-the-Job Training	32	94
Theory Based	0	0
Theory with School Based Practical Labs	0	0
Other Options	2	6

North American HO/RE administration university programs are often four years and community college programs two to three years. Canadian cook apprenticeship programs are three years. Asked how long the program should be in terms of needs for ISMEs, 44% of the respondents wanted a three-year program, and 15% wanted more than three years. Their responses are summarized in Table 21.

Opinions on the length of the program varied widely. One person said that even a one-year program was sufficient including practical work. At the other extreme was the proposal of a five-year program. There was a concern that "more than two years was too expensive, even with working through the holidays, to raise the money with the bank." Other comments were: "You need 3 years." "It should be 3 years, so that they can work all over. This is a multi-skilled world; cooking and service is required." "3 years, if apprenticeship based." It should be three years, apprenticeship type, with all the experience included."

146

Table 21:

Length of Hotel/Restaurant Administration Program

Duration of Suggested Program	f	%
1 1/2 Years	4	12
2 Years	8	24
2 1/2 Years	2	6
3 Years	15	44
More than 3 Years	5	15

In Table 22, 53% of respondents indicated that a HO/REA program should focus its content nationally. "The program should at least be nationally;" "It should be nationally, because people move across Canada; It should be nationally. That's why, the Manitoba Tourism Education Council (MTEC) was created," were some of the comments. MTEC is part of a national training and certification organization for the Canadian tourism industry.

Table 22:

Focus of a Hotel/Restaurant Administration Program

Needed Focus:	f	%
Internationally	7	21
Nationally	18	53
Locally	1	3
Regionally	3	9
Provincially	5	15

Table 23 (Question 59-60) dealt with two questions. The first asked if a "Jack-of-all-trades" (multi-skilled) ISME HO/RE owner/operator was required. The second question asked whether a person skilled in specific HO/RE only was required. The purpose of these two questions was to find out what kind of curriculum focus was required for an ISME HO/RE program at the college level. Was it

better to offer choices and options or was it more appropriate to offer a fixed general type of curriculum? A significant number of participants (59%) strongly agreed that to be a successful HO/RE ISME owner/ operator, one must be multi-skilled and a fixed general type of curriculum was best. Agreement was more pronounced among restaurateurs. Almost two-thirds of the hospitality professionals (65%) disagreed that a person who is skilled in specific HO/RE areas only is required. One "agreeable" restaurateur commented: "The more you know the better it is, and the less dependent on other knowledge you are. If you have little authority, you would be lost. If you cannot do it yourself you have to hire a highly qualified chef." Another participant: "I have no opinion on that except the more resources you have available to you the better. This is an instant industry and instant knowledge is required." A third participant offered: "I disagree, it is not important to know everything for a manager/owner, but it sure helps. It is an asset to be a Jack of all trades. In the hospitality business, good communications are extremely important." From the last two comments of the participants one can conclude that even if they were reluctant to agree or disagree initially, they still admitted that it was better to be multi-skilled, focused on the HO/RE industry and its specific requirements.

Table 23:

Type of Training Required: Multi-skilled Versus Sector Specific

	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
"Jack of all Trades required"	0	0	3	9	1	3	10	29	20	59
Specific HO/RE training only	5	15	22	65	2	6	3	9	2	6

A journey person cook already has skills which are very important for a full-service hotel or restaurant. (See Tables 9 and 10 and related questions in this chapter.) Therefore the survey asked two questions: The first question was if a journey person cook should receive credit for a success-

fully finished apprenticeship towards a HO/REA program. The responses are summarized in Table 24. Eighty percent agreed and 12% strongly agreed that cooks should receive credit.

The second question asked if a journey person cook should be able to follow a shortened HO/REA program. Sixty-eight percent of the participants agreed and 15% strongly agreed that a journey person cook should be able to follow a shortened program. Some restaurateurs commented: "I disagree here because the school may be able to teach you right, instead of the wrong principle. No automation here." Another one:" I strongly agree. This would have an immediate impact in rural areas of the province." A hotelier: "I agree. The unfortunate thing about our industry is that we do not."

Table 24:

Assessment of Previous Experience of Journey Person Cook

	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Credit for Cooking Experience	0	0	1	3	2	6	27	80	4	12
Follow a Shortened Program	0	0	3	9	3	9	23	68	5	15

Table 25 deals with questions 63-56. They have a common theme, accentuation concerns that are often pushed aside in North American HO/REA curriculum programs. Looking at course outlines and books used indicates that students often do not learn about what their region, province, state or country has to offer. It seems this is often not dealt with in other than vocational and tourism oriented schools of the traditional tourism countries overseas. In North America big publishing companies appear to have zeroed in on the school book market, requiring high sales volumes. The books of these companies often are more generic than desirable, and do not reflect concerns that the following questions address. In the case of a Canadian region these questions are: (number 63) emphasis on Canadian wines and wine regions, (number 64) emphasis on regional and Canadian agricultural food

products, (number 65) emphasis on Canadian menu items, (number 66) emphasis on regional and Canadian tourism knowledge and aspects.

Half the participants agreed (but none strongly) that it would be good to emphasize Canadian wines and wine regions. This is what some of the restaurateurs said: "Being a Canadian one should agree. But you have to be conversant with imports too." "I disagree. According to business experience, no concentration on one, but I had French tourists here, and they drank all the available Canadian wines in this restaurant."

Emphasis on regional and Canadian agricultural food products: 53% agreed. One restaurateur commented: "I strongly agree. The reason being, Canadian products are superior. For example beef, Canadian back bacon. I have traveled a lot."

Emphasis on Canadian menu items prior to teaching about international menu items: 56% agreed. One person remarked: "Depending what you serve your clientele."

Emphasis on regional and Canadian tourism content: 62% agreed. One restaurateur commented: "I agree. People, tourists who come here wish to know what we have to offer. They wish to experience things different than what they have at home." Another (naturalized Canadian) restaurateur: "You have to learn to appreciate what you have yourself first, before you can appreciate other nations and origins."(!)

Table 25:

Emphasis of Training Program

Emphasis	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Canadian Wines & Regions	2	6	9	27	6	18	17	50	0	0
Canadian Agri.Food Products	1	3	7	21	6	18	18	53	2	6
Canadian Menu Items	1	3	7	21	6	18	19	56	1	3
Regional Canadian Tourism	1	3	1	3	0	0	21	62	11	32

The issue of the international competitiveness of Canadian HO/REA program content was addressed in Questions 67 and 68. Responses are summarized in Table 26. Answers were as follows: Emphasis on being as good as European programs—97% agreed, 12% strongly. The participants gave different reasons for their support. One restaurateur thought, "one could do more things." Another thought, "otherwise it would support mediocrity." A third would send his staff overseas for training. Emphasis on being as good as USA programs was agreed to by 97% of the interviewees (21% strongly).

Table 26:

Hotel/Restaurant Administration Program Competitiveness

Competitive	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
With Europe	0	0	0	0	1	3	29	85	4	12
With USA	0	0	0	0	1	3	26	77	7	21

The question of internationalization and globalisation of our society was linked to the necessity of learning basic second language skills. This is a skill that is included in the new Manitoba high school curriculum under the title of 'Complementary (compulsory) Subject Areas' in the Senior 1 to Senior 4 years (Manitoba Education and Training, 1994, July, p. 11). The survey participants were asked if they thought a HO/REA program should include basic second language skills. Their opinions are summarized in Table 27. They were also asked which language they thought should be taught. Sixty-five percent of respondents agreed that one basic tourist-type second language should be learned in the program. There was some concern expressed on how much time to spend on this. One participant thought this was an easy question to solve. He disagreed, stating: "I don't understand

why the whole world would not convert to English it's understood everywhere." Support for second language skills was more pronounced among restaurateurs.

Table 27:

Need for Second Language Skills

	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Required	0	0	6	18	6	18	19	56	3	9

The question of what language to choose brought lively monologues and a multitude of suggestions from 25 participants. Table 28 reveals that French was chosen by 41%. The respondents mentioned the following reasons: "I choose French, it is the technical or international language of the kitchen (Sometimes complex cooking procedures are described adequately in cooking by using *one* French culinary term.); French first because it is the second language of the country." German, Ukrainian, and Spanish were far behind. A number of second choices were also offered: "French and Spanish are spoken in Europe, North America, and South America."; "Spanish should be taught first from an international point of view, because of its frequency at international gatherings." A comment from the Winkler region: "At least 40% of people in this area have some knowledge of Spanish." A hotelier: "German from a point of view of economic development: export, import, tourism, native culture (are) interests of them." A closing thought: "lots of Japanese tourists in Canada, it depends on the region of the country," was an answer provided often under "other."

Table 28:

Second Language Skill Preferred

Language	f	%
French	14	41
German	2	6
Ukrainian	2	6
Spanish	2	6
Japanese	1	3
Other	4	12

n = 25

III. Training and Employment Possibilities

To inquire into potential further work-site training possibilities for students, the respondents were asked how much work experience individuals should have to be employed in the following areas: housekeeping, front office/clerking, cooking, dining room, bartending. The purpose of this question was to find out the level to which a student had to be trained in a community college to be almost immediately useful in the workplace. Results are summarized in Table 29.

For housekeeping, respondents did not rate experience as essential. Support for this view was more pronounced among hoteliers. "Anybody cleans his or her own house." "We are training ourselves, 'with experience' is preferred." These were some of the comments.

For cooking, almost three-quarters of the hospitality professionals asked for 10 or more weeks experience. Restaurateurs' support for more than ten weeks was slightly stronger. Some remarks were: "If they like it, it is easy to teach them more." "For my restaurant, ideally more than 10 weeks, or none, if there is the right attitude; In an ideal world more than 10 weeks, but here usually none.

For dining room service, opinions varied widely. Approximately one quarter of the respondents felt no experience was required and one third felt 10 or more weeks was required (with slightly more support among restaurateurs). There appeared to be flexibility depending on the people skills of the

applicant. This is reflected in the comments of two restaurateurs: "Personality is of first importance," and: "Some experience beneficial, to work with items and people."

For bartending, when combining the major percentages, over two-thirds (8+7+9=24) of the owner/operators thought that more than five weeks were required. Otherwise the responses were similar to those for dining room skills. Close to 40% of the participants thought that more than 10 weeks of Front Office/Clerk Skills were required. "For my restaurant, more than eleven weeks, to do most of the book work, before it goes to the accountant," was one of the comments.

The responses in this section again reflect concern with attitude. As the hoteliers and restaurateurs commented: "Attitude, desire, sincerity, open-mindedness are of prime importance. Attitude to learn very important. Attitude prime importance, even if no experience. No experience required, provided that he or she has the right attitude and is willing to learn." Another concern was: "Often, no choice in rural Manitoba. I mark it, if I would have a choice here in the country side. I have to hire who walks through the door. Often it's a question of either no experience or more than 10 weeks."

Table 29:

Employment Experience Required for Employment Opportunities

Employment Opportunities:	None		2-4 Weeks		5-7 Weeks		8-10 Weeks		More than 10 Weeks	
	f	%	f	%	f	%	f	%	f	%
Housekeeping	22	65	6	18	2	6	2	6	2	6
Front Office/Clerk	8	24	7	21	4	12	2	6	13	38
Cooking	2	6	1	3	1	3	5	15	25	74
Dining Room Service	8	24	4	12	5	15	6	18	11	32
Bartending	5	15	5	15	8	24	7	21	9	27

In Questions 76 to 79 the researcher probed the willingness of hoteliers and restaurateurs to assist teachers, the college, and students in education/training tasks. Among these questions the subject of mentorship was raised.

Question 76 attempted to determine if the participants were interested in increased communications with educators. Table 30 reveals the results of the questions. Twenty seven percent of the participants strongly agreed, and 53% agreed, to have increased communication/linkages with hotel/-restaurant educators in community colleges. Linkages were slightly more important to restaurateurs. However, two of the hoteliers commented: "It would be nice to know what is going on, to have some exchange of knowledge and experience. To be up to date. Everybody knows food styles, service changes. School (means) theory. Work (means) practical knowledge."

Table 30:

Interest in Increased Communications with Educators

Increased Communications	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
	1	3	1	3	5	15	18	53	9	27

The purpose of the questions related to mentorship in Questions 77 to 79 was to find out if owner/operators had mentors during their careers and if they would be willing to assist students on an individual basis. Because of the simplicity of the results, the responses to these questions were not presented in tables.

Question 77 probed whether any other professionals had helped the respondents in their careers. Fifty-six percent answered that others had helped them along. Among them were relatives, in-laws, spouses, parents, previous employers, chefs, and fellow hoteliers through the hotel association.

The reference to family support indicates that in Canada as well as in the traditional tourism countries there are family traditions and family roots in this business.

One hotelier said about his/her mentor: "Yes, the chef had a lot of skills to pass along. I learned, watched, and got along with him." Some of the interviewees would have liked to have had a mentor, but did not. Others picked up the knowledge by themselves. Here are some additional comments: "No, I fed myself the knowledge required." "No, I learned all by myself. I saw the dollar signs, but did not see if the house (I wanted to start my restaurant in) had plumbing."

Question 78 asked if interviewees would help rotate HO/REA students in training through their businesses. Ninety-four per cent said yes. One had no comment. Some of the answers were: "Yes, we do this for the sake of the community to give them a chance to start out. Yes, good idea. I like working with anybody interested." However, there were a number of concerns expressed, ranging from: "No, too small. Yes, with help. That's a hard one, because I am a small restaurant. Yes, during the tourism season. Yes, with reservations, screening, time commitment required. Yes, but the person has to be interviewed. Yes, but not to let existing staff go, as I myself have experienced. Yes. It's a tough business for an 18-year-old, because of the commitment required." "There should be a genuine commitment to work in the industry instead of a government sponsored make-work program."

Question 79 asked if they would help students otherwise through advice or referral to colleagues. Ninety-one percent said they would provide advice or referral to other colleagues. One negative response was the following: "No, not to colleagues. Yes, if we found competent people, we would keep them." There were many positive answers: "Yes, absolutely, they get the experience, it's an accomplishment." "Yes, I would like to encourage anyone with interest." "Yes, I am willing. It gives me a good feeling." Yes, you should have experience with different hotels. You have to let go." "Yes, we did that. We referred a cook to a colleague at a Winnipeg downtown hotel." "Yes, to keep progressive people in the industry."

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Question 80, summarized in Table 31, asked if they wanted assistance to develop a quality assurance or policy/procedures manual. Eighty per cent said yes. Participants had a variety of perceptions: "No, no time. No, I produced my own." "No, because they are students at that stage." "Yes, but it would be very complex. We are very broad based. But it may be possible. It would be very helpful, to have clear guidelines." "This is very important and to be encouraged for the sake of quality continuance." "Yes, it probably would have its advantages." "Yes, this has merit. It is always possible to benefit and learn." "It's an advantage to do that." "Yes, because one gains." "Yes, absolutely. It would take the stress off the owner.". "Yes, it is beneficial." "We have no budget for such things." "It's always good to have a viewpoint from someone from outside." "Yes an operating manual is available everywhere." "Sure this would assist in furthering a person's career." "It's very important to our operation." "Sure, I would be interested in a marketing study project."

Table 31:

Development of Manual for ISME Hospitality Training

	No		Yes	
	f	%	f	%
Interest in Manual Development	6	18	27	80

n = 33

IV Background Information

As summarized in Table 32, Question 1 of the Interview Instrument showed that 17 respondents were hoteliers and 17 were restaurateurs. A few restaurateurs were not members of their professional association, because they found it not worthwhile in their situation. Forty-four per cent of the participants were *un*aware of the Manitoba Tourism Education Council (MTEC), an organization involved in training, upgrading and certification of hospitality/tourism personnel. However, a number of the businesses had participated in MTEC projects. It is now possible through MTEC to have cert-

ified status in a number of HO/RE occupations. Examples are food and beverage server, bartender, front office clerk. MTEC is part of a national-provincial association that stretches across Canada.

Table 32:

Interview Participants Information

Types of Respondents	f	%
Hotel Owner/Operators	17	50
Restaurant Owner/Operators	17	50
Hotel Association Members	16	47
Restaurant Association Member	12	35
Manitoba Tourism Education Council (MTEC) Awareness	19	56

As indicated in Table 33, almost three-quarters of participants had 1-25 full-time employees, and almost one-quarter 26-50 full-time employees. More detailed examination of the answers revealed the diversity of employment practices. One employer had 36 full-time, but 125 part-time employees, while another one had 60 full-time compared to 25 part-time employees.

Table 33:

Hotel/Restaurant Operation Size

Number of Employees	Full-Time		Part-Time	
	f	%	f	%
1-25	25	74	29	85
26-50	8	24	2	6
51-100	1	3	3	9

Further insight into the background of the survey population is found in the answers to Questions 81-89. Responses are presented in Table 34. The answers indicate that 29% of respondents had been in the business for 1-5 years, 27% for 6-10 years, and 27% for over 16 years.

Table 34:

Work Experience of Respondents by Number of Years

Number of Years	1-5		6-10		11-15		16-20		Over 20	
Experience	f	%	f	%	f	%	f	%	f	%
Owner/Operators	10	29	9	27	6	18	3	9	6	18

The hotel/restaurant industry is known for its heavy time requirements. While other people enjoy themselves, hoteliers and restaurateurs attend to their clientele. This is definitely the case in independent, small medium-sized hospitality businesses. Table 35 reveals that over 50% of the owner/operators worked more than 81 hours a week while none worked fewer than 51 hours.

Table 35:

Hours per Week Worked

Hours/Week Worked	51-60		61-70		71-80		Above 80	
	f	%	f	%	f	%	f	%
Owner/Operators	6	18	8	24	2	6	18	53

Table 36 indicates that 47% of the respondents were between the ages of 25 and 44, while 44% were between 45 and 54. One respondent suggested the ideal age: "35-44 years old, this is the age group where a hotelier/restaurateur/ entrepreneur should be."

Table 36:

Age of Respondents

Age	Under 25		25-34		35-44		45-54		55 or Over	
	f	%	f	%	f	%	f	%	f	%
	0	0	5	15	11	32	15	44	3	9

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Information presented in Table 37 indicates that 65% of the respondents were male while 35% were female. However, this does not reflect the whole picture. Many partnerships were as varied as the hospitality business can be. A significant number of males had spouses or other female partners who were active partners in the businesses. Notes and comments by owner/operators show that sometimes the male cooked and the female looked after the dining room service. In other instances the role was reversed and primarily one owner looked after the administrative part of the business. The business partner was not always a spouse. Sometimes there was a sister or mother or another couple. In some cases the owner was single and took care of everything himself/herself with the assistance of hired employees. In still other situations only one of the spouses was running the business and the other one primarily worked elsewhere. When I contacted the businesses, one person was identified to be interviewed. So it must be assumed that this was the principal owner.

The results are similar to the results reported by Quinn et al. (1992) in *The Small Firm in the Hospitality Industry* which stated: firstly, "that many of the businesses are run by a husband and wife team; and second, that small business owners rely heavily on their spouse for support, both within the business and in the family context" (p. 13).

Table 37:

Gender of Respondents

Gender	f	%
Male	22	65
Female	12	35

A summary of the respondents' ethnic origins is presented in Table 38. When adding French Canadians to English Canadians over half of the respondents (53%) stated their ethnic origin as Canadian. Almost one quarter (24%) were of German ethnic background: Mennonites, Germans and Austrians. The German-speaking group is second to the English-speaking group in Manitoba. There

is also a German military base (Shilo) located in the survey area. Some of the soldiers trained in food service liked Manitoba so much that they decided to stay and start a hotel or restaurant business within the province.

Table 38:

Ethnic Origin of Respondents

Ethnicity	f	%
Canadian	16	47
German	3	9
Greek	3	9
Mennonite	3	9
Austrian	2	6
British	2	6
French Canadian	2	6
Ukrainian	2	6
French	1	3

Some people may be surprised by the range of educational experience found among hospitality professionals. Table 39 summarizes the findings. Of the two with community college education, one had a diploma from a Manitoba Hotel Restaurant Administration Program, a program that has existed over 25 years in the province.

Table 39:

Educational Experience of Respondents

Education	f	%
Below High School	3	9
High School Graduates	29	85
Community College Graduates	2	6

Three respondents said their schooling was below high school level, but the majority had at least high school. Many had a variety of other training ranging from mining and welding to university degrees up to the master's level. Four restaurateurs had a professional journey person cooking background, one combined with a business school background, one, a cooking and service background with a bachelor of commerce.

Table 40 reveals where the respondents took further training. Half (50%) indicated they had other than college, university or trade schooling. It is significant that most hoteliers and restaurateurs had education and training unrelated to their present hospitality occupation. They joined the industry while in high school, college, university or afterwards and gained experience mostly on-the-job. Education ranged from university degrees in psychology, bachelor of arts or education, to a master's in history. Other backgrounds included travel, electrician, electrical engineer, miner, welder, accountant, pilot, college program of renewable resources, farming, or a bit of everything.

Table 40:

Location of Education for Respondents

Location	f	%
Trade School	6	18
Technical College	4	12
Business College	1	3
University	5	15
Other	18	53

In Question 88 (Table 41) the respondents were asked about their training emphasis. They could select more than one area. Of the 34 respondents 62% indicated cooking and 53% dining room, but close to 50% indicated areas other than the HO/RE occupations. While accounting or management of other businesses is useful, only a few indicated this background. One hotelier had a background in accounting, another in electrician/accounting and a third in management. Close to half the

respondents had little or no education and training emphasis that related to their present occupation. One restaurateur commented: "I had no formal training. I am self-taught and have a great respect for formal training. A relative can do costing, staff training and I admire his knowledge."

Table 41:

Emphasis of Respondents' Occupational Training

Emphasis of Training:	f	%
Housekeeping	8	24
Front Office	9	27
Cooking	21	62
Dining Room	18	53
Bartending	11	32
Other	16	47

As summarized in Table 42, 74% of the participants received their training in Canada, while 12% listed Germany. The majority of those who trained in Canada learned their occupation on the job, with no structured training plan. Those who trained in Germany and Austria took part in apprenticeship programs, sometimes supplemented by structured business education courses or programs. Some Manitoba business operators said they learned their skills from their parents.

Table 42:

Country in Which Respondents Received Their Training

Country:	f	%
Canada	25	74
Britain	2	6
Germany	4	12
Austria	2	6
Greece	1	3

Overall, no major differences between the answers of hoteliers and restaurateurs were found. This lends credence to the tendency to have *one* program for both types of hospitality professions under the same heading in community colleges or universities.

CHAPTER V

Summary, Conclusions, and Recommendations

This chapter summarizes the results of the literature review and the interview survey, dealing with parameters for an effective entrepreneurial, regional hotel/restaurant management training program. It presents the conclusions of the overall research and makes recommendations to industry, colleges, and the government, including the Conference Board of Canada. It also makes recommendations for further studies.

SUMMARY

A. Introduction

The purpose of this study was to explore and assess new parameters for an effective, entrepreneurial, regional hotel and restaurant management training program in Manitoba, Canada. The research consisted of obtaining opinions from the owners or managers of 34 independent small and medium-sized hotels and restaurants in the approximate catchment area of Assiniboine Community College in Manitoba. The survey population provided information on what kind of skills and knowledge were required to effectively manage or create such businesses. An interview instrument was used to obtain the necessary data for this study.

Little research has been performed on small and medium-sized hotel/restaurant enterprises and their managerial educational requirements, even though they form the vast majority of enterprises in Manitoba, Switzerland, the USA and elsewhere in the world. The majority of HO/RE enterprises have fewer than 24 employees.

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Many HO/RE administration students are interested in opening their own businesses, but some of the necessary skills are insufficiently taught in Manitoba colleges, or their requirements have been insufficiently researched. Only during the last few years has development of small and medium-sized enterprises found increased interest among politicians and educators, because of their capacity to create 'job makers' instead of 'job takers'. The reasons for the focus on big HO/RE businesses in Canada, the USA and other English-speaking countries are historical in nature.

In the Manitoba hotel industry the fact that hoteliers lack many basic artisanal food service skills is documented by research since the early 1970s (Burch et al., 1973). The province has many valuable tourism assets (scenery, lakes, wide open spaces, people of different origins, agricultural and fishing products), but the training of future hoteliers and restaurateurs is not focused sufficiently on these regional assets. Nor is their training focused on the entrepreneurial type of small business skills required in the HO/RE sector. These concerns constitute the reasons why this study on parameters required for an effective HO/RE management program was undertaken.

B. Results of the Literature Review

At the beginning of the literature research a short overview was given of the complexity of hotel and restaurant management and the different competencies required. Because of their traditional focus on small HO/RE businesses, Swiss sources were used to explain the economic, human and environmental values of this type of business. The success of the Swiss hotel industry was linked to an artisanal skill base platform rather than to a predominantly business management skill base as is common in English-speaking countries. In HO/RE education three essential themes were named as important by the internationally respected Ecole Hôtelière in Lausanne. These themes are: (1) the individual, (2) technical know-how, and (3) creativity and flexibility.

This school has existed for over a century. Its philosophy of success is based on two concepts: to alternate study and practical training, and to remain as close as possible to the realities of the

hospitality industry. In this sense it resembles traditional apprenticeship training although it is not called that.

A similar but less systematic approach in HO/RE administration training (alternating practical training with study) was taken by Red River Community College starting in 1971. This is a 2 year (20 months) program. Curricula of the majority of North American HO/RE administration programs were strongly influenced by the School of Hotel/Restaurant Administration at Cornell University, Ithaca, NY (Tress, 1996, July). These programs tend to emphasize accounting, marketing, human resource, and management skills combined with a liberal arts education.

However, a HO/RE management training should be seen primarily as a vocational education program. Vocational education philosophy sets the framework for success. The proven principles of vocational education will apply. A vocational program requires four components: the learner, the teacher, the curriculum and the school.

The learner (student) must actively participate in the learning process within the college and in the community (work experience or co-op education).

The role of the teacher is complementary to that of the learner. The teacher must be professionally and occupationally competent. Therefore, the teacher must maintain and enhance his or her own learning through the co-op education process, and actively participate in inservice training, return to industry and lifelong learning. A teacher needs up-to-date knowledge and good industry connections to be able to guide students effectively.

The teacher is not the final authority in terms of occupational knowledge. He or she depends on the knowledge of the HO/RE community as a validation of what to teach and then proceeds with instruction to build on the learner's past experience. Whereas the community generally is understood to be the region where a college is located, the HO/RE community's knowledge base may come from further afield. This makes it possible to profit from the most advanced knowledge in this extremely competitive environment.

Clearly, the curriculum should be determined by the HO/RE community, given that facts may change as industry knowledge and skill levels advance. If advice from the HO/RE community is not solicited, the curriculum will become outdated. "Untruth" will be taught. The program will become less relevant to students and industry.

The school (community college) is owned by the community. Schooling should be directed towards the needs of the community, learners (and teachers) included. The members of the community in a democratic society are able to identify their needs, and their needs must be considered. The school (college) and the community are interdependent. This is expressed in compatible mission statements of colleges and HO/RE departments. Supervised occupational experiences in the community strengthen linkages and assist in integrating community and school (and therefore also the HO/RE industry and education). There is a sharing of educator and industry knowledge and strength taking place.

Lifelong learning is a principle very suitable for HO/RE careers leading from dishwashing, cooking and serving all the way up to a high corporate position in a large hotel chain. The skills learned can be useful in private, social, and business settings throughout one's life.

Themes related to the interview instrument and researched in the literature section are summarized in the following section with some comments added.

I. Hotel/Restaurant Employment Skills

1. To become a successful HO/RE manager or entrepreneur of a small or medium-sized enterprise (SME) three categories of employment skills were assumed to be required: employability skills, vocational technical skills, and business knowledge/career competencies.
2. The employability skills profile of the Conference Board of Canada was examined and used. However, it became evident that its skills sequence and its focus were not specific enough as a skills profile for future hoteliers and restaurateurs. In the context of entrepreneurial and

managerial leadership, research pointed to the importance of people skills, vision, creativity, flexibility, trust, perseverance and other skills, but the Conference Board's profile did not deal with these in much depth. A specific employability/leadership skills profile suitable for HO/RE entrepreneur/managers was not available. See also point 5.

3. Vocational technical, including artisanal training, is necessary for smaller operations because they do not have the resources to train as the big businesses have. Also owner/managers need to use these skills themselves to operate their hotels or restaurants.

   In certain quarters of North America a bias exists against vocational technical skills, which are not considered as valuable as academic skills or business management skills. An example is rural Manitoba. The province has top agricultural products available but rural Manitoba has no facilities to teach processing (cooking) skills adequately.

   Vocational technical skills training in professional cooking and dining room, bar (and computer) service as well as housekeeping can develop perseverance, innovation, intuition, creativity, flexibility, problem solving abilities and common sense. These are all skills required by hands-on prospective SME hoteliers and restaurateurs (Ecole Hôtelière, 1996).

   The necessary vocational technical skills focus for management in HO/RE SMEs was found to be available in European countries, for example in Switzerland in the century-old program of the Ecole Hôtelière in Lausanne. Extensive lab facilities are available to teach cooking and other essential practical skills. Their program is in touch with industry needs and is supported by the Swiss Hotel Association. The success of Swiss-trained graduates in the international hotel business points to the effectiveness of the Swiss training approach to HO/RE SMEs.

4. It is widely recognized in HO/RE education that knowledge and business career competencies are of great importance in the industry. Many of these competencies are increasingly needed as one's career progresses in this field, but they should not be taught at the expense of giving students a base of practical skills. However, according to Moreo and Christianson (1988) this is ex-

actly what most American curricula do. (One may add that as a teacher one may be more popular among impressionable students by teaching them about management, implying that they will become managers in big hotels, rather than telling them that they will probably have to work for some time in a commercial kitchen first, like their Swiss counterparts do.)

The literature indicates that as one's career in this field progresses generic business skills are used more often that specific technical skills. Business and management skills gain in importance. Skills that will be crucial in the future and should be part of undergraduate programs are: leadership vision, human resource management, service marketing, financial analysis, total quality management and communication skills. Other subjects are organizational behavior (working effectively with employees and guests), operations management, marketing, accounting, cost control, operations analysis, and finance. Also mentioned are teamwork, interpersonal skills, including speaking, writing, and negotiating, ethics, innovation and creativity, managing and using technology, globalisation (not just in a separate course), training, relationship management and supervision, food safety, health and safety. "Because hospitality is a service industry, the importance of critical thinking and reasoning abilities in human resource management areas is critical to the success of graduates" (Hubart and Popovich, 1996). In small business, where a few people work closely together, the results of poor human relations can be devastating. In summary, it can be stated that poor application of any of these skills can have severer consequences for SMEs. Mistakes that might be painful in a large operation could kill a smaller operation.

5. Small and medium-sized businesses and the entrepreneurial perspective are important in the context of education and training. A desirable training goal for hospitality SMEs would be the successful survival of the four stages of growth: incubation, development, consolidation, and comfort, with the choice to seek continued growth or maintain a steady state. Research indicates that SMEs have less room for management errors. Owners of small businesses have to be much more self-reliant, as their businesses are often more limited in scope, and demand a higher level

of skill. Therefore people who have proven themselves in smaller quality enterprises are in demand in large and corporate businesses. The economy needs entrepreneurial individuals who are job creators rather than job takers. The "take-a-job" playing field is bounded by low-skilled minimum-wage jobs on one end and low-level supervisory and middle management jobs on the other end. Learning to think like an entrepreneur can pay off in independent as well as affiliated businesses.

Entrepreneurial studies should focus on vision, creative thinking, generating ideas, intuition, awareness, problem solving and common sense. Other topics are market niche identification and measurement, consumer surveys, analysis of competition, selection of advertising approaches, and dealing with customers and employees.

Starting and operating a small business requires creativity and inventiveness and vision (affective skills), reasoning or logical thought processes (cognitive skills), and manual dexterity (psychomotor skills). All of these skills can be taught.

II. School and Workplace Education and Training

1. Student applicant's suitability and prerequisite work experience are areas of concern. Some people are just not suited for a hotel/restaurant career. One way of finding out is to work in the industry for a few months. Some programs insist on previous work experience. For an employer the over-riding importance is attitude and some aptitude for this type of work.
2. The value of co-op education in its present form is questioned by students, employers, and educators. Current research indicates that co-op education or internship should be individualized to be effective. Formal training partnership agreements should be drawn up between community colleges and employers to make proactive community development possible. Such partnerships are increasing in the USA, but they are less frequent in Canada. Individualized agreements should involve the student's learning experience at the work site and should include clear details

of what the student is to accomplish. The student should be rotated through the hotel or restaurant over a given time, preferably with managerial-type duties at the end. Specific assignments beneficial to the work site could be part of the work term.

3. Duration of programs: Most of the community college programs are two-year programs (more exactly 20 months). Co-op education takes place between the first and second year or is interspersed throughout the course.

4. When researching if a generalist versus sector specialist was required in the modern HO/RE industry it was found that generalists were preferred, regardless of whether they worked in a SME or in a larger operation. The concept of empowerment and the "new" multi-skilled manager also indicate that this is the type of person who will be promoted in the HO/RE industry, especially if he or she has a food and beverage background (Braunlich et al., in Press).

5. A regional and national emphasis in tourism-related teaching is important. Tourists are generally interested what a region or country has to offer in terms of sight-seeing, geography, history, culture, food and beverages. Although Canadians have historically taken a skeptical view concerning their own products, educated travelers will seek them out. Therefore enhancement of these products and knowledge is required by tourism personnel.

6. Internationalization, globalisation, language and gender issues have become important over the past few years. Future administrators are expected to manage these issues so that feelings of harmony, inclusion, and compliance prevail. North American HO/RE students will need to learn more foreign languages to broaden the mind, learn tolerance and communicate with others better. The hospitality industry is becoming more sex neutral, but glass ceilings and walls against women's promotion still exist, so it is important that young women are taught how to recognize and react positively to such practices. Sensitivity towards other cultures is also required because of demographic changes affecting the work place and the increase in international travel.

III. Training and Employment Possibilities

1. There are strong arguments in favor of linkages with local or regional industry and the concept of mentorship. Linkage with local or regional industry and its economic development is depicted in the Philosophy of Vocational Education by Miller (1985), who stated that "the school is in the community, and the community is in the school." The concept of linkage and partnership with the community is well suited to a progressive community college, according to Tom Norton (1994-95), ACCC. The partnerships can become very supportive and intense, even to the point of turning over selected educational procedures and functions to the industry (Walsh, 1996). Many partnerships already exist between the hospitality industry and colleges or college divisions dealing with HO/RE.

   Mentorship programs are increasingly being used in industry and education to help students make successful school-to-work transitions and to help them in their career development. They also benefit mentors who gain personal satisfaction and an enhanced reputation.

IV. Other Issues

1. There are various teaching methodologies for integrating competencies into the curriculum. Not all of the competencies are outlined and explained here. That would take further research. However, employability/leadership, and entrepreneurial skills were addressed. Employability skills can be developed by student portfolio development, by infusion of the curricula of these skills through the conducting of workshops for teachers, through the co-op education program, or a prerequisite course could be implemented. Higher level skills could be developed by using the *Taxonomy of Educational Objectives* described in Chapter III.

   According to Deeks (1976), teaching methods that are effective in the small firm context are case studies, problem-solving, and decision making exercises, business games and simulations, project work, problem clinics, experience exchange seminars, self-appraisals, self development

techniques and other methods to be investigated. Class presentation by articulate, successful or struggling entrepreneurs, entrepreneur interviews, and established mentor groups can be called upon, as well as learning-by-doing exercises, analysis, simulation exercises, planning assignments and other field work.

In general, traditional lecture-type teaching methods should be abandoned in favor of a more experiential, participative approach. Among other skills, teachers should teach students the necessary leadership skills and creativity to be competitive in an increasingly challenging international work environment.

2. When researching the issue of curriculum development and evaluation it was found that there is much skepticism in industry and among educators about whether many existing hotel and restaurant programs are relevant to workplace realities. There is not enough involvement of industry. The Canadian-developed DACUM process or research is apparently little used. Vocational education needs continuous upgrading of HO/RE programs based on industry input.

   Because the effectiveness of HO/RE programs is questioned, and because they are often not based on industry or DACUM research, some of Aoki's (1984) questions must be asked which coincide with the *Principles and Philosophy of Vocational Education* presented by Miller (1985). These questions ask about the underlying philosophy of the curriculum, and ask whose interests are served by the curriculum. Possible answers are presented in the following section.

C. Results of the Interview Survey

SMEs represent the vast majority of hotel and restaurant management potential around the world (Gee & Allen, 1994, August, p. iii). Therefore, the fundamental question asked in this research was, if a hotel/restaurant management program is focused on small and medium-sized business development, what kind of skills should be expected of its graduates? Most people will agree, for ex-

ample, that a journey person auto mechanic should have worked on most component parts of a car including motor, transmission, electrical system etc. and should be able to do all repairs in those areas.

In the area of HO/RE management this question is not so unanimously answered. Therefore the subject experts in this occupational field were surveyed. Thirty-four hoteliers and restaurateurs of licensed full-service establishments in the catchment area of ACC answered inquiries in the following way:

I. Hotel/Restaurant Employment Skills

1. Employability Skills: The development of personal behavioral skills (62%) is of significant importance to hospitality professionals, followed by teamwork (44%) and academic skills (6%) (See Table 6, page 114). They ranked the following employability skills in decreasing order of importance; attitude (82%), responsibility (77%), working with others (77%), learning (71%), adaptability (62), communication (59%), thinking (41).
2. Among vocational technical skills the respondents ranked the following subjects in decreasing order of importance: cooking (100%), dining room service (100%), front office (85%), housekeeping (76%), bartending (74%), and computer skills (24%). Clearly, concerning professional cooking the skillful management of resources was important to the owner/operators. Other comments were that it was absolutely crucial to have cooking skills when operating a SME. An astute businessman of Canadian origin said, "Most people that go into the hotel/restaurant business should have cook's papers." The high importance of professional dining room service skills was explained with the fact that "good service enhances cooking skills," and that it was a public contact position. Servers represent the owners. The importance of housekeeping was indicated by the importance of first impressions. Therefore the comments of one survey participant: "The first few square feet at the entrance to the restaurant are the most valuable real estate of the restaurant." This meant they had to be clean!

3. Among hotel/restaurant knowledge and business career competencies the respondents ranked the following instructional needs in decreasing order of importance: FoodSafe program (97%), train the trainer, food & beverage control, marketing/advertising and sales, hotel/restaurant accounting, maintenance/plant management, administrative management, food/alcoholic beverage service management, entrepreneurship, catering, ethics, Superhost/customer service, menu design, human resource management, human or organizational behavior, introduction to tourism, general accounting, nutrition, design/layout of projects & facilities, hospitality/business law, business communication, ambulance/first aid, taxation, and presentation skills (27%). See Table 15, p. 129.
4. When asked where to put the emphasis in college HO/REA education, 59% chose vocational technical foundation skills (such as cooking and service), followed by employability skills (41%) and knowledge and business career competencies (12%). (See Table 6, page 114.)

II. School and Workplace Education and Training

1. Prior work experience in the HO/RE industry is highly recommended before a student is admitted into a HO/RE Administration Program. The experience should be at least 16 weeks and should include hands-on practical work.
2. As part of a community college HO/REA program, the following minimum work experience was recommended for becoming effectively acquainted with various aspects of vocational technical skills: professional cooking, at least 10 weeks; professional dining room service, at least 5 weeks; bartending, 5 weeks; front office/clerking, at least 4 weeks; housekeeping, 2-4 weeks.
3. The program should include theory, training in school labs, and on-the-job training. It should be approximately three years or longer. Half of the training should be on the job. "The places of employment have to consider themselves an extension of the learning process." The concept of a co-op program or apprenticeship format was strongly supported by the SME owners.

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4. The focus (scope) of such a program should be national (Canadian) with provincial and international consideration.
5. The program should be designed to equip students with multiple skills, to provide a foundation for a future "Jack of all trades." It should not be restricted to an "area-skilled" focus (such as human resource, marketing/sales, etc.). Close to 60% of the participants strongly agreed that to be a successful HO/RE owner/operator, multi-skilling and a general type of curriculum was best.
6. A journey person cook should be able to receive credit towards a HO/RE program for his or her cooking experience and should be able to follow a shortened program.
7. The HO/REA program should emphasize Canadian wines and wine regions. It should emphasize regional and Canadian agricultural products and menu items prior to teaching about other food products and international menu items. Tourism-related courses should emphasize regional and Canadian tourism knowledge prior to teaching about world or other tourism aspects.
8. Such a program should be able to compete internationally with similar programs in the United States and Europe.
9. Based on the internationalization and globalisation of our society, the HO/RE curriculum should include the basic teaching of one tourist-type second language. French was recommended because it is the technical language of the kitchen and frequently used menu terms. However, other languages could also be useful, such as Spanish, Ukrainian, German or Japanese, depending on the demand in a tourism area.

III. Training and Employment Possibilities

1. For employment consideration the following approximate experience is desired in these areas: cooking, at least 10 weeks; dining room, at least 5 weeks; bartending, more than 5 weeks; front office/clerking at least 5 weeks; housekeeping, none. Although often candidates with excellent behavioral skills, i.e. attitude are hired, prior vocational technical skills are important.

2. Respondents expressed interest in having increased communication or linkages with HO/RE educators, and in serving as mentors for students. Mentors would help students to rotate through various occupational areas in hotels and restaurants, and would help them with advice and referral to other colleagues. Over half the respondents indicated that they had been helped by others, often by family members. Almost all participants (94%) were willing to help rotate students through their businesses. There also would be the potential to learn from educators. For example, one participant commented that food styles and service change, and it would help to continue to be up to date. (This would also apply to skills in the area of knowledge and business career competencies.)

   Respondents agreed that under suitable circumstances students could produce or help to prepare manuals for quality assurance, policies and procedures, or training, as well as marketing/ sales plans or similar materials.

IV. Background Information

1. Half of the (liquor) licensed, independent, small and medium-sized enterprise (ISME) owner/operators were hoteliers and half were restaurateurs.
2. The role of the Manitoba Tourism Education Council (MTEC) in training and certification was unknown to 44% of the participants.
3. Three-quarters of the hoteliers and restaurateurs had up to 25 full-time employees. This compares to 68% of hotels and 67% of the restaurants in the USA who had fewer than 24 full-time employees (See Table 1, Chapter I, page 4). Comparable Canadian information was not available. However, it was generally assumed that hotels and restaurants in Canada on average are smaller than those in the United States.
4. Close to 30% of hoteliers and restaurateurs had from one to five years of experience in their hospitality businesses. The remainder had from 6 to over 20 years of experience.

5. Over half (53%) of the participants work over 80 hours per week. Two respondents (6%) said they work from 71-80 hours per week. The remaining 42% work between 51-70 hours.
6. Close to a third (32%) of the hospitality professionals are between 35 and 45 years old. 45% are between 45 and 54 years old. One respondent suggested the ideal age for an hotelier/restaurateur/ entrepreneur was between 35 and 45 years old.
7. Many of the owner/operators were husband and wife, or were related in some other way. The males frequently took the lead role in managing. Small business owners rely heavily on their spouse for support both within the business and in the family context.
8. Over half of the interview participants were of Canadian origin. Because of the make-up of the region almost one quarter were of German ethnic background.
9. Most of the original education and training received was unrelated to their present occupation. Out of the 34 hospitality entrepreneurs taking part in this interview survey only one person was a graduate of a Manitoba HO/REA program. This leads to the conclusion that in terms of small and medium-sized business operator/ownership, the Manitoba colleges and their HO/REA programs have not made an impact in this field.
10. Ten percent of the participants had below high school education. Approximately a third had a trade (mostly in areas other than hospitality) or college background, and 15% had university education. Close to two-thirds indicated cooking, and one-half dining room, one-quarter front office and housekeeping, and one-third bartending as their principal area of occupational training. The training provided was mostly on-the-job.
11. Almost three-quarters of participants received their training in Canada, while 12% trained in Germany, and 6% in Austria. In contrast to the Canadians, whose training was seldom hospitality-related, those from Germany and Austria had hospitality-related training with professional cooking backgrounds and in one case supplemented by a hotel management school background.
12. Overall there were no major differences between the answers of hoteliers and restaurateurs.

CONCLUSIONS

This section presents conclusions of the overall (literature and interview) research.

The vast majority of hotels and restaurants around the world are small. Their entrepreneurial and managerial requirements are insufficiently researched.

A preliminary investigation of the organizational composition of (liquor) licensed small, full service hotels and restaurants in Manitoba found (1) that half of their business activity centers rely on cooking knowledge for business success. (2) "Approximately 85% of Canadian hotels have restaurants, while 80% have bars and lounges, and 69% have meeting rooms. (3) Two-thirds of the SME hotels depend heavily on the sales of food and beverages" (CTC, 1996, February).

To research parameters for an effective entrepreneurial, regional, HO/RE management training program for SMEs 34 owner/operators (17 hoteliers and 17 restaurateurs) were interviewed and a literature research conducted. The conclusions were as follows:

In Switzerland, the success of small hotel/restaurant business management and entrepreneurship was linked to a strong artisanal, vocational skills base platform. Vocational technical skills training is able to develop entrepreneurial skills (perseverance, innovation, creativity) in the industry. Such a skills base training is available, for example, at the Ecole Hôtelière in Lausanne where study and practical training alternate to remain as close as possible to the realities of the hotel/restaurant industry. For this reason, comments on how the Ecole Hôtelière addresses training questions are included in this section.

In North America a hotel/restaurant management curriculum should be a vocational program, because this type of education makes individuals more employable in this area and allows them to progress in their occupations. Following proven vocational principles and philosophy will lead to success. The principles and philosophy of vocational education state that the student actively participates in the learning process within the school and the community. (Hotel/ restaurant work.)

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The curriculum program is determined by the hotel/ restaurant community. Lifelong learning is the essence of a hotel/restaurant career.

It may be evident that there is little difference between the European (Swiss) apprenticeship approach and the North American *Philosophy of Vocational Education* presented by Miller (1985).

I Hotel/Restaurant Employment Skills

Employment skills in this project were categorized as:

- employability and leadership skills,
- vocational technical skills, and
- knowledge and business career competencies
- their relative importance, compared with each other.

1. One of the important findings of this study was: The employability skills profile prepared by the Conference Board of Canada was of limited use to small and medium-sized businesses or aspiring entrepreneurs in the HO/RE industry, and it needs further development. It needs to deal more specifically with vocational technical skills to be truly useful for this sector and the advanced level of expertise required. For leadership, people skills, vision, creativity, flexibility, and perseverance are essential as well as personal behavioral skills. There are three major categories listed in the employability skills profile: academic, personal management and team work skills. The development of personal management/behavioral skills is of significant importance to hospitality professionals, followed by teamwork and academic skills (See Table 6, page 114). They ranked the following employability skills in decreasing order of importance; attitude, responsibility, working with others, learning, adaptability, communication, thinking.

   Some hoteliers and restaurateurs thought teamwork and personal management skills (in the interview instrument they were called personal behavioral skills) should be regarded as one and the same. Attitude, responsibility, and working with others were extremely important to them.

2. Vocational technical skills are poorly dealt with in the profile. Two very general references are buried under the subheading "Think" in the category Academic Skills: "Use technology, instruments, tools and information systems effectively." "Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)" (Conference Board of Canada, 1993, July). Practical skills should warrant their own heading!

They are neglected in the Conference Board profile although it is government policy to encourage the creation of small business, and research has shown that the vast majority of enterprises in Manitoba are small and need those skills (See pages 3 - 8). Instead, training is slanted towards the needs of big companies with their academic clerk-type skills. This is evident from the list of participants appearing on the Conference Board's Corporate Council on Education (See Appendix C, page 198).

Answers of the SME owner/managers in this study revealed that they place considerable importance on vocational technical skills (See Table 10, page 4). Most of these small businesses cannot function without technical skills.

The interviewees' answers lead to the conclusion that the less that a HO/RE administration program teaches vocational technical skills, the less useful the program will be to prospective managers and entrepreneurs in small and medium-sized businesses. The need for strong practical skills development was also earlier supported by the *Final Report to the Brandon & District Chefs & Cooks Association* (Meyers Norris Penny & Co., 1994).

Teaching of vocational technical skills require lab facilities, but they are not available in rural Manitoba. However, they are provided in traditional tourism countries such as Switzerland for training their future managers who are known for their expertise and employed around the world.

3. Knowledge and business career competencies gain in importance as one's career progresses. The literature revealed that leadership, vision, human resource management, service marketing, financial analysis, total quality management, communication skills, and organizational behavior

are important subjects to be taught. For small enterprises, the knowledge of problems of business creation and survival of four growth stages is required. These SME managers and entrepreneurs have to be much more self-reliant and require a higher skill level.

When asked about the relative importance of subjects to be taught, the SMEs owners/ operators ranked the following instructional needs in decreasing order of importance: FoodSafe program (97%), train the trainer, food & beverage control, marketing/advertising and sales, hotel/ restaurant accounting, maintenance/plant management, administrative management, food/ alcoholic beverage service management, entrepreneurship, catering, ethics, Superhost/customer service, menu design, human resource management, human or organizational behavior, introduction to tourism, general accounting, nutrition, design/layout of projects & facilities, hospitality/business law, business communication, ambulance/first aid, taxation, and presentation skills (27%).

4. Respondents were asked to rank the relative importance for HO/REA education of employability skills, vocational technical skills, and knowledge and business career competencies. Vocational technical foundation skills (such as cooking and service) were rated as important or most important by 97%, followed by employability skills (85%) and knowledge and business career competencies (47%) (See Table 15, page 129). These findings coincide with a study in Washington State (Knold, 1986) where employers expressed their opinions that (technical) colleges should focus on vocational technical skills development.

II. School and Workplace Education and Training

1. To decide whether one is suited for a career in the HO/RE industry, one should work in a hotel or restaurant for a few months to find out. 70% of the participants agreed or strongly agreed "that to understand the realities of life in the HO/RE industry a person should have employment experience prior to being admitted to a college program". They suggested that this experience should be 10 weeks or longer and should include hands-on work. The Ecole Hôtelière requires 3 months.

2. Participants thought that becoming effectively acquaintance with professional cooking required at least 10 weeks, professional dining room service and bartending at least 5 weeks, front office clerking at least four weeks, and housekeeping 2-4 weeks. The Ecole Hôtelière (1996) required 6 months for its cooking practicum, and used to require 6 months for dining room service. Now there is a choice between several other areas for the same time frame.
3. Co-op education in its present form is questioned by Canadian stakeholders. It should be individualized to be effective, with formal agreements, student goals and tasks. Almost all participants thought the program should contain theory, training in school labs and on-the-job training.
4. The participants were made aware that Manitoba college diploma programs were two years (20 months) in length and that apprenticeship programs such as the journey person cook program were 3 years in length. When asked, the interview participants thought a program suitable for their business should be three years or longer. The scope should be national with provincial and international consideration.
5. It should be designed to equip students with multiple skills, to provide a foundation for a future "jack of all trades" (multi-skilled). Research of the literature supported the concept that a HO/REA program should be generalist and multi-skilled, when starting out or especially in a non-university setting.
6. When asked whether qualified cooks should receive credit for their cooking experience and be able to follow a shortened HO/REA program, 92% of the participants agreed or strongly agreed.
7. There should be a regional and Canadian emphasis in teaching. Traditional tourism countries strongly promote their own products and features to tourists. Research has shown that tourists are generally interested in what a region or country has to offer in terms of geography, history, culture, events, and menu items. Although Canadians are somewhat reluctant to agree that they have something interesting to offer, over half the participants thought that Canadian wines, wine regions, agricultural products, menu items and regional Canadian tourism knowledge should be

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emphasized in teaching, compared to other countries. Agreement was strongest concerning Canadian Tourism knowledge aspects and needs (94%) and lowest for Canadian wines and wine regions (50%). This means that the participants are not sufficiently aware of the quality of newer Canadian wines. But some of the tourists are. As one of the participants stated, French tourists drank all their Canadian wines.

8. The participants agreed, or agreed strongly (97%) that Canadian HO/REA programs should be internationally competitive with similar "European (Swiss) and US" programs.
9. Based on internationalization and globalisation of our contemporary life sensitivity towards other cultures is an item to be taught. The teaching of one *basic* tourism type second language skill should be included in the HO/REA curriculum. Almost two-thirds of the participants agreed or strongly agreed. The research showed language issues are becoming more important. More foreign languages will have to be learned in North America. Some additional remarks: Spanish is spoken in South and Central America and in the Caribbean. It is making big inroads in North America. The case of Spanish learning is also being strengthened with the North American Free Trade Agreement (NAFTA). This pact includes the USA, Canada and Mexico and may soon include South America (Chile) where Spanish is also spoken. However most of the participants thought that French should be taught because it was the technical and international language of the kitchen. The fact that French is the other official language of Canada may also have played a role in this result. The industry is increasingly becoming more sex neutral, but prejudices, research says, against women promotion still exists. Young women should be taught how to recognize and react positively to such practices.

III. Training and Employment Possibilities

1. To verify how much college training a student needed in specific occupations, participants were asked: How much employment experience are individuals expected to have if they were to be employed for the following tasks: cooking, serving, bartending, housekeeping, front office.

Three-quarters of participants required 10 weeks or more in cooking, approximately 5 weeks in dining room, more than five weeks in bartending, front office clerking at least 5 weeks, housekeeping none. The importance of excellent behavioral skills, i.e. attitude in public contact positions was again stressed, but prior vocational technical skills were important for the SME owner/operators.

2. The literature showed that strong linkage with the community was the essence of successful vocational training, a progressive community college and economic development for the area. Collaborative relationships with regional employers should be used because they have a vested interest in the region's progress. Partnerships between industry and a college can become very supportive and intense to the point of turning over selected educational functions to industry. Mentorship programs are increasingly used in the industry and in education to help students to make successful school-to-work transitions and help them in their career development.
3. The respondents expressed interest in having increased communication or linkages with educators, and in serving as mentors for students. They agreed that under suitable circumstances students could produce or help to prepare various materials useful to the workplace such as training manuals, policies and procedures manuals or marketing plans.

IV. Background Information about HO/RE Participants in the Interview Survey

1. Over half of the interview participants were of Canadian origin. Most of their original education was unrelated to their present occupation. The training of business owner/operators originating from Germany and Austria was hospitality related, with professional cooking backgrounds supplemented by business skills. Only one person was a graduate of a Manitoba HO/REA program. This indicates that in terms of SME operator/ ownership the Manitoba colleges have not made much impact in this field. It also supports the findings of the Economic Council of Canada (1992), as quoted in the *Liberal Party of Canada* (1993, p. 33), "Canada has one of the worst records of school-to-work transition. Those leaving school find jobs by trial and error,

often wasting their own and society's resources in the process. Part of the problem is a serious mismatch between the jobs available in today's economy and the skills." Mentors could help make the job-search process more efficient.

RECOMMENDATIONS

This section contains recommendations to community colleges, the hotel/restaurant industry and related organizations, as well as the government, including the Conference Board of Canada. The section concludes with recommendations for further study.

In his *Principles and Philosophy of Vocational Education*, Miller (1985, p. 217) stated: "Frequently, values are based on what has been passed on to us from the past and are not the result of critical thinking." As an extension of this thought, this study has attempted to show that HO/RE administration and management training in North America focuses on large and corporate operations, but this trend is not based on careful reasoning. Rather, it is based on historical developments and also what suits "fashion" (bigger is better) or an "image". If HO/REA teaching is only directed towards large and corporate businesses this is like the automobile industry deciding they only want to train diesel mechanics skilled to repair the big rigs. This would mean there would be nobody with the skills to repair your family car. In terms of economic development this would be very odd.

General Recommendations to Stakeholders:

1. There should be a focus on the management training needs of small to medium-sized HO/RE businesses, instead of medium to large operations. "Success depends on the educational and schooling system. It is vital for government, education and other trade organizations to create and promote opportunities for the small entrepreneur to acquire and maintain the necessary success in a world where his (sic) presence is needed for economic, human and environmental reasons" (Pfeifer, 1982). Following these principles would support the CTHRC goal of a globally

competitive and sustainable tourism in Canada. As this study has shown, focus on small business competencies benefits more businesses than focusing on the needs of large businesses.

2. All stakeholders should see education and training in the HO/RE industry as part of a continuous, (possibly life-long) process, not just as training towards a single terminal position, such as cook, server, middle manager, manager etc. This approach to training is cost effective, because it builds on existing skills rather than requiring retraining. It is career training. Abrupt and costly career changes would not be required.
3. There should be a balanced emphasis between vocational technical training and business knowledge & career competencies. The former gives meaning and involvement to the latter, in HO/RE management training. Without it there is not much to manage in an industry where three-quarters of businesses have fewer than 25 employees and more than half of their in-house activity centers deal with cooking expertise. If food and beverage service aspects are considered, the in-house importance of food and beverage is even more significant.

Recommendations for Community Colleges:

If Manitoba and Canada wish to encourage the creation and success of small business (*ergo* economic regional development) this study has shown that the teaching of related technical skills is required. A once-over-lightly introduction to craft competencies will not be sufficient to base a business on, now or in the future. Professionalism in business as well as artisanal, craft, and technical vocational skills are required.

1. Curricula in vocational education should be determined by industry research, otherwise there exists the danger of serving everybody else but the industry. Course content must be based on more than just an instructor's or administrator's preferences. The global aspects of contemporary competitiveness must be considered, if graduates are to remain competitive.
2. Curricula must address the real-life needs of industry for managers with hands-on, practical skills as well as more academic knowledge. There should be an effective fusion between vocational

technical skills on one side and knowledge and business career competencies on the other side. Both are required.

3. When hiring HO/RE instructors people should be sought who have a strong background in cooking and/or food service skills with artisanal or craft skills, possibly supplemented with a small business background.
4. Proper lab facilities should be built to support the teaching of cooking, food service, and bartending. Specialized resources are required, and should be provided.
5. A separate operating budget should be established for hospitality training, which considers the special needs of the hotel/restaurant sector.
6. Existing two-year (1600 hour) HO/RE administration training programs should be extended to three years (approximately the same length as a journey person cook program), maintaining the level of classroom instruction but adding three practical co-op terms. Before starting each co-op education term, emphasis should be placed on training students to a level where they can be efficient, useful and functional in the work place. The first classroom term should focus on cooking, and be followed by a co-op term spent in a commercial kitchen. The second classroom term should be spent primarily on table and bar service skills, but also on housekeeping and other skills. The second co-op term would concentrate on the table and bar service areas. The third classroom term should focus on administration and management, and be followed by a co-op term which includes office-type and supervisory duties. The goals of the co-op terms should be clearly identified, and all co-op work experience should be supplemented with specific written and educational tasks.
7. Every HO/RE instructor should be involved in co-op education. Such involvement benefits students, teachers, and business people, and develops linkages between industry and school.
8. An effort should be made to ensure that students gain co-op experience in small and medium-sized enterprises, not just in large operations. Such experience will give students a more effective

introduction to the breadth of skills required in smaller operations, which are in the majority. Regional owner/operators may be willing to provide a more substantial, multifaceted co-op education experience. These concepts are supported by the experience of traditional trade programs.

9. There should be close partnership between colleges and the HO/RE industry in their area. This will ensure that the needs of both students and regional industry are met, and that students are effectively prepared for the realities of their chosen careers.

Other recommendations for curriculum design were presented in the *Conclusions* section.

Recommendations to the Hotel/Restaurant Industry:

1. The HO/RE associations or interested hoteliers and restaurateurs of a region should assess the possibility of starting an apprenticeship program suitable for future HO/RE managers. Many professional associations of different occupations have created training plans for young Canadians and solved in part their own staffing needs. This is rarely the case in the HO/RE associations. Such programs are already used successfully in "manual/hands-on" occupations, and could be adapted for other business training, such as HO/RE management training programs. (Suggested format, see recommendations to colleges # 6.) Apprenticeship-type programs could be guided by the government, or, as the Swiss example has shown, by industry. A region where a cook apprenticeship program is well established may offer potential, because communication frameworks between stakeholders are already established.

This would address thoughts found in the KPMG study (1995, pp. 69-76) and provide for:

- strong HO/RE industry leadership and mentoring in human resource development.
- better linkages between concerned stakeholders (industry, students, educators, educator-administrators, the government, and labor) than available now.
- All of the stakeholders would benefit. Training would be closer to the needs of the industry, because students would have to pass several training periods on the job.

- Such graduates would have more practical and structured experience.
- It would alleviate part of the cook shortage in the industry. It would solve the problem of future managers having "once-over-lightly" cooking knowledge.
- Aspiring managers would have a more favorable opinion of vocational technical skills, such as cooking and restaurant service.
- It would give a chance to those already working in the industry and wishing to take part in a management program.
- It would benefit rural areas.
- Young Canadians may stay longer in businesses which provide apprenticeships if they know that there is a social interest and a commitment to their future. This would likely result in somewhat more stable working arrangements than now.
- It would provide for better fusion of employability, vocational technical, and business and career competencies.
- It would separate those students who only use this industry as a temporary refuge from others who are committed and wish to make it their career. Part-time and seasonal workers could become full-timers and given a chance to participate in such a program if required. It would strengthen the journey person cook apprenticeship programs where available, and complement it as an alternate career path.
- Employers would be able to provide in-house or on-site training, which they are interested in doing.
- Canadian HO/RE management apprentices would become internationally competitive with other students from elsewhere who have a strong vocational technical skill base.
- Career opportunities in this area would be improved. It would increase the efficiency of existing co-op training programs.
- Small businesses would be on a more equal footing with big business, because they would be

191 BEST COPY AVAILABLE

able to provide more effective training.

- Eventually there would be a highly qualified managerial workforce for any size of business with uniform standards across Canada

2. HO/RE associations should ensure that if they promote self-study programs, these are adapted to Canadian needs as to content and small business focus. In some cases supplemental materials could be inserted into non-Canadian materials until suitable Canadian material is available.
3. HO/RE associations and the Canadian Tourism Human Resource Council should evaluate training materials and books available for SMEs from other countries, especially those in French or English. Useful materials could be translated and adapted to Canadian circumstances, and promoted within the Canadian industry.
4. The HO/RE industry should support development of training books focused on small businesses.

Recommendations for Government:

1. Change the Employability skills profile of the Conference Board of Canada to better reflect the needs of small business, who represent the vast majority of existing Canadian enterprises.
2. Future studies funded by governments in hospitality/tourism human resource development must reflect the true nature of the Canadian HO/RE industry. They should have a major focus on the needs of smaller enterprises (especially those with under 25 employees), because these represent approximately three-quarters of the businesses. As this study has shown, small businesses demand a different skill set than is required in large or corporate businesses, and any human resource study dealing with the HO/RE industry must adequately reflect this fact.
3. Although computers are useful, as this study has shown, small HO/RE business does not have an urgent requirement for a focus on computer training or acquiring such training equipment. Instead, governments should provide funds to build training facilities in this province such as commercial training kitchens, dining rooms, bar facilities and related equipment.

4. The government should provide more funds so that additional vocational technical instructors can be hired, being cognizant of the fact that more vocational technical and artisanal expertise development is required in the HO/RE industry and this is a "life-long skills industry."
5. The government should consider ways to make a commercial kitchen training facility available to Assiniboine Community College in Brandon. The facility at the Brandon Mental Health Center might be suitable. As the Ecole Hôtelière in Lausanne has shown for over 100 years, (and the Culinary Institute of America, in Hyde Park (NY) for 25 years) the concept of a quasi-residential type of school[8] offers great potential. This might be possible at BMHC. This could then be used as the core of a to-be-created vocational technical training center where hotel, restaurant and agricultural related technical skills could be taught, such as cooking, baking, pastry making, butchering, sausage making and others. At present, rural Manitoba has no adequate training facility for these skills. Such a training facility would be an enormous support for small business development. Other stakeholders besides government could be involved.

Recommendations for Further Study:

On the basis of the findings and conclusions of this study, the following recommendations are made:

1. Additional studies should be conducted to validate and reinforce the findings of this study. Such studies need not be mere replications, for additional factors could be included as they become apparent and meaningful.
2. A future study should be conducted with the official support of the relevant national professional business and/or education association where *all* independent small, medium-sized enterprises would be strongly encouraged to participate. In this manner, information about all hotel/ restaurant independent SME owner/managers in Canada could be secured.

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[8] Students living in residence would be the clientele on which to practice cooking and service skills. Hotel/restaurant students could gain proficiency which meets or exceeds SME industry requirements.

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3. Research into a sector-specific employability/leadership skills profile suitable for effective entrepreneurial owner/managers of small and medium-sized HO/RE enterprises should be conducted. As part of this study suitable teaching methodology could be further investigated.
4. A realistic entrepreneurial, regional hotel/restaurant management type program focusing on the needs of owners and operators of small and medium-sized enterprises should be developed using the DACUM process. Such a program could have a regional focus with national and international aspects or elements built in. This could be done for urban or rural environments.
5. Studies should be conducted to find out how many graduates of Canadian HO/RE administration /management college programs are in top hotel/restaurant positions (including SMEs and ISMEs) compared to people who have graduated from programs elsewhere. This would be similar to the study conducted by Braunlich et al., (in Press) but would have a Canadian emphasis.

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NOTE: A reference from the following document was included after the thesis was approved. The additional material can be found on pages 42 and 43 of this thesis.

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Appendix A: Letter of Request

Rainer Rossing
1345 Victoria Ave. East
Brandon, Manitoba
R7A 2A7
Canada
Tel: (204) 729-8051
Internet: rossing@accnet.
assiniboinec.mb.ca

Summer, 1996

Dear Participant,

This letter is to invite you to participate in an interview as part of a research project that will benefit the hotel and restaurant industries training needs.

The project is a thesis, sponsored by me and will conclude my Master's of Education program with a Major in Business Education at the University of Manitoba, Faculty of Education.

The purpose of this project is to develop a college curriculum that better meets the requirement of students and independent small and medium sized hotel and restaurant owners and operators. It is estimated that approximately 80% of hotels and restaurants fall into this category in Manitoba.

The estimated time to conduct this interview is approximately 30 - 60 minutes. Your answers will be used for research purposes only and will be treated strictly confidentially. The interview is not going to be taped.

If you feel uncomfortable with this study, you may withdraw at any time. If you are interested, you may obtain a summary of the results at the end of this project by telephoning me. My address and telephone number are listed above. You may also phone my Professor at the Faculty of Education, University of Manitoba George H. J. Porozny, telephone (number omitted).

Name/Signature
of the Consenting Business Owner/Operator:

Name/Signature of the Researcher:

Appendix B: Interview Instrument

INTERVIEW INSTRUMENT

for Independent, Small, Medium Sized (ISMS) Hotel and Restaurant (HR) Owners/Operators

Note: The following information is intended for research purposes for a hotel/restaurant administration (HRA) program. It will be treated strictly confidential.

Which of the following do you operate and are associated with?

1. a) Hotel b) Hotel Association Member c) Restaurant d) Restaurant Assoc. Member e) MTEC Awareness
2. Full time employees: a) 1-25 b) 26-50 c) 51-100

Part time employees (please indicate numbers):

I Hotel/Restaurant Employment Skills

a Employability Skills*:

Based on present needs and foreseeable demands, how important do you rate the following skills for your business? Please answer questions 3 - 9, using the following rating scale:

1 very unimportant, 2 unimportant, 3 of neutral importance, 4 important, 5 very important.

Academic Skills*:

3) Communication Skills (understanding, listening, reading, writing, negotiating skills)

4) Thinking Skills (evaluation, problem solving such as mathematics and technological)

5) Learning Skills (willingness to continue to learn for life)

Personal Behavioral Skills*:

6) Positive attitudes and behaviors (self-esteem, confidence, initiative, persistency)

7) Responsibilities (set goals & priorities, plan & manage time, money & resources, accountability, dependability, integrity)

8) Adaptability (positive attitude towards flexibility, recognition & respect of diversity; creativity)

Teamwork Skills*:

9) Working successfully with others regardless of (for example) cultural background, age, gender, to achieve best results.

Summary of Importance of Employability Skills:

Based on present needs and foreseeable demands, a college level pre-employment program for my type of business should place most of its emphasis on the following skills:

Please rank questions 10 - 12 on a scale of 1 - 3 (1, least important, 2 important, 3 most important):

10) Academic Skills
11) Personal Behavioral Skills
12) Teamwork Skills

b Hotel/Restaurant Vocational Technical Skills:

Based on present needs and foreseeable demands, the mastering of which of the following technical skills is important to your business? Please answer questions 13 - 18, using the following rating scale:

1 very unimportant, 2 unimportant, 3 of neutral importance, 4 important, 5 very important.

13) Professional Cooking Skills

14) Professional Table Service Skills

15) Computer Skills

16) Housekeeping Skills

17) Bartending Skills

18) Front Office/Clerk Skills

*Conference Board of Canada, Employability Skills Profile (The Critical Skills required for the Canadian Workforce).

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c Hotel/Restaurant Knowledge and Business Career Competencies:

Items 19 - 43 are modules/courses offered in HR two year college programs. Please rate the importance of each, using the following rating scale: 1 very unimportant, 2 unimportant, 3 of neutral importance, 4 important, 5 very important.

19) The Food Safe Program
20) Ambulance Course First Aid St. Johns
21) Super Host Program *(customer service)*
22) Train the Trainer *(how to train your staff)*
23) Taxation *(the tax system, and how to save money)*
24) General Accounting
25) Hotel/Restaurant Accounting
26) Menu Design *(traditional rules and up to date principles to design and write effective menus)*
27) Administrative Management *(decision making, responsibilities, planning, organizing, controlling)*
28) Catering *(how to arrange and prepare for banquets, conferences and conventions)*
29) Food & Beverage Control *(cost control)*
30) Oral Communications *(effective public speaking)*
31) Business Communication *(various forms and types of written communications in business)*
32) Presentation Skills *(how to do presentations using various means: video, flip charts, overheads etc.)*
33) Introduction to Tourism *(understanding of, overview, importance)*
34) Food and Alcoholic Beverage Service Management *(administration, supervision and controls)*
35) Ethics *(ethics foundation, ethics within business, towards others and organizations)*
36) Human or Organizational Behavior *(peoples behavior, dealing with others and within organizations)*
37) Nutrition *(basic principles of, as they apply to hotels, restaurants and institutions)*
38) Maintenance and Plant Management *(how to look after your physical plant and save money)*
39) Design and Layout of Projects and Facilities
40) Managing the Human Resource Function *(employment, development, compensation, safety, admin.)*
41) Marketing, Advertising and Sales
42) Food, Beverage, Labor, Hospitality, and Business Law
43) Entrepreneurship *(the creation and operation of a small or medium sized business)*
44) Any other relevant subjects: a) Yes b) No
Name them

d Summary of Importance of Major Employment Skills:

Based on present needs and foreseeable demands, a college level pre-employment program for my type of businesses should place most of its emphasis on the following skills:
Please rank the skills in items 45 - 47 on a scale of 1 - 3 (1 least important, 2 important, 3 most important):

45) Employability Skills*: (academic, personal behavioral, and teamwork skills)

46) Hotel/Restaurant Vocational Technical Skills (cook, serve, clerking, housekeeping, bartending):

47) Hotel/Restaurant Knowledge and Business Career Competencies

II School and Workplace Education and Training

48) To understand the realities of life in the HR industry a person should have employment experience prior to being admitted to a college HRA Program?
Scoring Key: a) strongly disagree b) disagree c) no opinion d) agree e) strongly agree

49) What length should this employment experience be?
Scale: a) less than 6 weeks b) 6 to 10 weeks c) 11 to 15 weeks d) 16 to 20 weeks e) more than 20 weeks

50) This experience should be
a) hands on/practical work b) clerical/office c) supervisory d) other

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How much time should a student spend on the job as part of an ISMS HRA college program to acquaint her/himself effectively with the following vocational technical skills:

Scale: a) less than 2 weeks b) 2-4 weeks c) 5-7 weeks d) 8-10 weeks e) more than 10 weeks

51) Housekeeping

52) Front Office/Clerk Skills

53) Cooking

54) Dining Room Service

55) Bartending

56) Based on present day needs and future demands an ISMS HRA program should be:

a) theory based (no work experience)
b) theory with some school based practical lab sessions.
c) theory with some school based lab sessions, and on the job training
d) other options, please list:

57) Manitoba college diploma programs are usually two years. Apprenticeship programs, including the cook apprenticeship program, are three years in length. What length should a Hotel/Restaurant Administration Program be, including job based training, that would cater to your ISMS business needs?
Scoring Key: a) 1 1/2 years b) 2 years c) 2 1/2 years d) 3 years e) more than 3 years

58) A community college HRA program should be focused:

a) locally b) regionally c) provincially d) nationally e) internationally

For questions 59 - 69, please use the following scale:

Scoring Key: a) strongly disagree b) disagree c) no opinion d) agree e) strongly agree

59) To be successful as a HR ISMS owner/operator a "Jack of all trades" is required.

60) To be successful as a HR ISMS owner/operator a person who is skilled in specific HR areas only is required.

If you agree, name the specific areas:

61) A journey person cook should receive credit for his/her cooking experience towards a HRA program.
62) A journey person cook should be able to follow a shortened HRA program?

63) A HRA beverage course should place emphasis on Canadian wines and their regions before teaching about imported wines and wine regions.

64) A HRA college program should place emphasis on regional and Canadian agricultural food products prior to teaching about other food products.
65) A HRA college program should place emphasis on Canadian menu items prior to teaching about international menu items.

66) Tourism related courses should place emphasis on regional and Canadian tourism knowledge, aspects, and needs prior to teaching about world, or other tourism aspects.
67) A Canadian HRA college program should be able to compete internationally with similar programs in Europe (Switzerland).
68) A Canadian HRA college program should be able to compete internationally with similar programs in in the United States.
69) Based on internationalization & globalisation of our society, the teaching of one BASIC tourism type Second Language Communication skill should be included in the HRA curriculum.
70) If agreeable, please choose one of the following languages:

a) French b) German c) Ukrainian d) Japanese e) other

208 BEST COPY AVAILABLE

III Training and Employment Possibilities

How much employment experience are individuals expected to have if you were to employ them in the following areas

Scale: a) none b) 2-4 weeks c) 5-7 weeks d) 8-10 weeks e) more than 10 weeks

71)Housekeeping

72) Front Office/Clerk Skills

73) Cooking

74) Dining Room Service

75) Bartending

Please answer the following question:

Scoring Key: a) strongly disagree b) disagree c) no opinion d) agree e) strongly agree

76) As hotelier/restaurateur I am interested to have increased communication/linkages with hotel/restaurant educators in community colleges.

77) As hotelier/restaurateur I have had someone (mentor) who helped me along in my professional career.

Yes No Any comments related to mentors?

78) For a number of years there has been good cooperation between cooks/chefs and cooks training. Would you, as a hotelier/restaurateur, work with a college and HRA students to rotate them through your business?

Yes No Any comments please?

79) Would you help them along otherwise through advice or referral to colleagues.

Yes No Any comments please?

80) Today there is much talk about quality assurance programs that are available in large chain operations. Would you be interested if HRA students ASSIST you to produce a Personalized Quality Assurance (Policies & Procedures) Manual for your ISMS hospitality business as part of their training?

Yes No Any comments please?

IV Background Information: Personal Information:

81) Number of years an ISMS HR owner/operator:

a) 1 - 5 b) 6 - 10 c) 11 - 15 d) 16 - 20 e) over 20

82) How many hours per week do you work?

a) 40 - 50 b) 51 - 60 c) 61 - 70 d) 71- 80 e) above 81

83) What is your age?

a) under 25 yrs. b) 25 - 34 yrs. c) 35 - 44 yrs. d) 45 - 54 yrs. e) 55 yrs. or over

84) Gender: a) M_ b) F_

85) What is your ethnic Origin?

86) What is your schooling experience?

a) below high school b) high school c) community college d) other:

87) Where did you get your schooling?

a) Trade School b) Technical College c) Business College d) University e) Other:

88) The overall emphasis of your occupational training was in the area of:

a) Housekeeping b) Front Office c) Cooking d) Dining room e) Bartending f) other

89) The origin of my training was received in (name country/tries in order of importance): Comments?

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Appendix C: Employability Skills Profile

Employability Skills Are Critical

Employability skills are the generic skills, attitudes and behaviours that employers look for in new recruits and that they develop through training programs for current employees. In the workplace, as in school, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities.

The Council recognizes the need for employers to accommodate individual differences and to provide equal opportunities for women, native people, visible minorities and people with disabilities.

How Are Employability Skills Developed?

Employability skills are developed in school and through a variety of life experiences outside school. The student, the family and the education system, supported and enhanced by the rest of society, share this responsibility.

How Does This Profile Fit with the Goals of Education?

All the skills listed in this profile are already either explicit or implicit in general educational goal statements of the provinces and territories. Drawing attention to skills necessary for employability is compatible with and can enhance a school's efforts to meet its other goals and objectives.

199

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Core Purpose:
We are a catalyst to engage business and education in partnerships that foster learning excellence to ensure that Canada is competitive and successful in the global economy.

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The Conference Board of Canada
255 Smyth Road, Ottawa, Ontario K1H 8M7
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Telephone: (613) 526 3280
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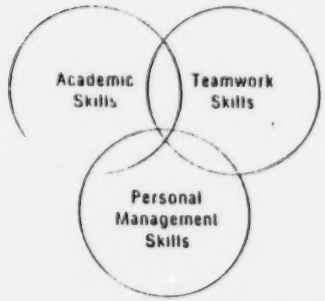
Employability Skills Profile

What Are Employers Looking For?



The academic, personal management and teamwork skills outlined in this profile form the foundation of a high-quality Canadian workforce both today and tomorrow.

The Corporate Council on Education invites and encourages students, parents, teachers, employers, labour, community leaders and governments to use the profile as a framework for dialogue and action.

The Conference Board of Canada

212

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

Communicate
- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn
- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility
- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability
- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

The Conference Board of Canada
255 Smyth Road, Ottawa, Ontario K1H 8M7
Canada
Telephone (613) 526-3280
Fax (613) 526-4857
"Information for Board Decisions"

This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

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Appendix D: Key Categories of Skills and Knowledge Required Throughout a Career in Hospitality Management

Continued Professional Development

Most of the large companies involved in the research either have, or were planning to introduce, well developed training programmes. In some cases these programmes are highly formalised including examination systems and certification. Very often they are linked to appraisal systems so that the performance which managers are being trained for is rewarded. A commitment to training and to personal development is valued by many companies and in particular there is increased attention given to the continued professional development of managers.

From the survey, valuable information was gained about the activities that managers are most involved with at different stages in their career. This information can be particularly useful to those organisations involved in planning professional development programmes for their managers. Chart 3 illustrates the key categories of skill and knowledge required by a manager starting out in their career in a large hospitality organisation through to the stage when they reach a senior management position.

CHART 3:
KEY CATEGORIES OF SKILL AND KNOWLEDGE REQUIRED THROUGHOUT A CAREER IN HOSPITALITY MANAGEMENT

Age Group	Key Category
20 - 29	• Day to day operation • Specialist/technical area • Interpersonal skills
30 - 39	• Managing business performance • Managing personnel administration • Making presentations • Managing projects
40 - 49	• Managing a crisis • Managing strategic decisions • Managing legal complexity
50 - 59	• Managing strategic decisions

As hospitality managers progress in their careers to reach a senior level, they require more generic as opposed to industry specific skills. The research also revealed that similar management approaches are evolving between the hospitality, tourism and retail industries. In general, younger managers, and particularly those in smaller organisations need more functionally specific skills.

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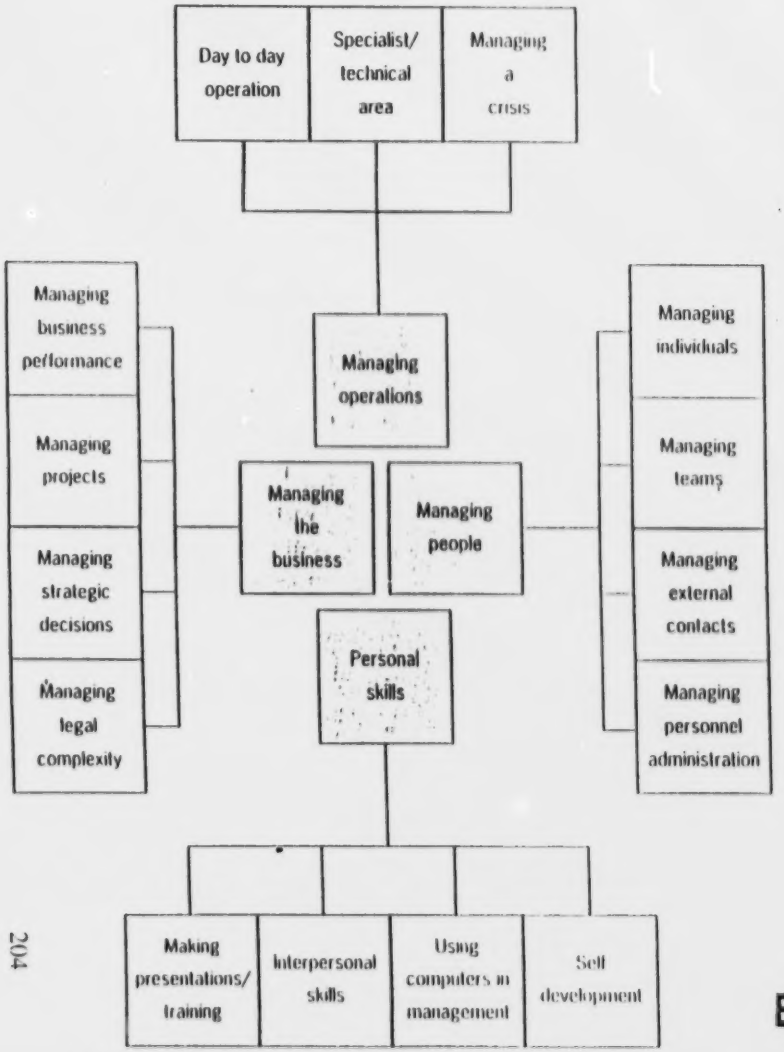
Appendix E: Broad Categories of Management Activities

CHART 2
BROAD CATEGORIES OF MANAGEMENT ACTIVITY



Current Training Needs

From the data gathered from managers about their work, it was possible to identify key areas where they felt they were lacking in skills and knowledge. Chart 2 illustrates the areas of management activity reported by the managers.

Junior managers were most concerned about their ability to **Manage Operations** which included activities such as resolving operational problems, using practical skills and taking charge of a crisis situation. Likewise they were not confident with their **Personal Skills** which encompassed making presentations to clients, training staff, handling complaints and using computer packages.

From unit managers there is a demand for further skill and knowledge development in the area of **Managing People** which represents activities such as appraising subordinates' performance, gaining the trust and commitment of teams, establishing and maintaining relationships with contractors and handling disciplinary/grievance procedures.

Middle managers felt their skills and knowledge were lacking in the area of **Managing the Business** which included activities focused on controlling the financial success of the business and determining its future strategic direction. This covers, for example, analysing data, liaising and co-ordinating others' work, preparing a business plan and negotiating contracts.

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Appendix F: Ethics Approval Form

Faculty of Education
ETHICS APPROVAL FORM

To be completed by the applicant:

Title of Study:

Parameters for an Effective Hotel/Restaurant curriculum 2000 in Manitoba.

Name of Principal Investigator(s) (please print):

Rainer C. Rossing Brandon, Manitoba

Name of Thesis/Dissertation Advisor or Course Instructor (if Principal Investigator is a student) (please print):

George H. J. Porozny, Ph. D.

I/We, the undersigned, agree to abide by the University of Manitoba's ethical standards and guidelines for research involving human subjects, and agree to carry out the study named above as described in the Ethics Review Application.

February 14, 1996
Rainer C. Rossing

Signature(s) of Principal Investigator(s)

Signature of Thesis/Dissertation Advisor or Course Instructor (if required)

To be completed by the Research and Ethics Committee:

This is to certify that the Faculty of Education Research and Ethics Committee has reviewed the proposed study named above and has concluded that it conforms with the University of Manitoba's ethical standards and guidelines for research involving human subjects.

August 13, 1996

Name of Research and Ethics Committee Chairperson — Date

Signature of Research and Ethics Committee Chairperson

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